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ABSTRACT

North Carolina's Latin curriculum guide describes the overarching concepts for Latin study, particularly at the secondary level, and outlines what students should know and be able to do at the beginning, intermediate, and advanced levels. It is designed to provide directions to school districts as they plan and/or continue to improve their Latin language program. It does not prescribe course content, but is designed to be expanded in the local course curriculum. Introductory sections provides background information on national educational and foreign language standards, curriculum origins, considerations in local program design at both elementary and secondary levels, language and cultural components, instructional strategies and techniques, targeted cognitive skills, the role of grammar and translation, use of technology, and the organization of the guide. The guide itself is organized around four goals: communication (understanding written Latin); culture (knowledge and understanding of the Greco-Roman culture); connections/comparisons (relating Latin and the Greco-Roman world to one's own language and culture); and communities (participation in a wider community of languages and cultures). For each of these goal areas, general performance objectives and more specific performance objects and sample activities and assessments are detailed. Supporting materials are appended. (MSE)

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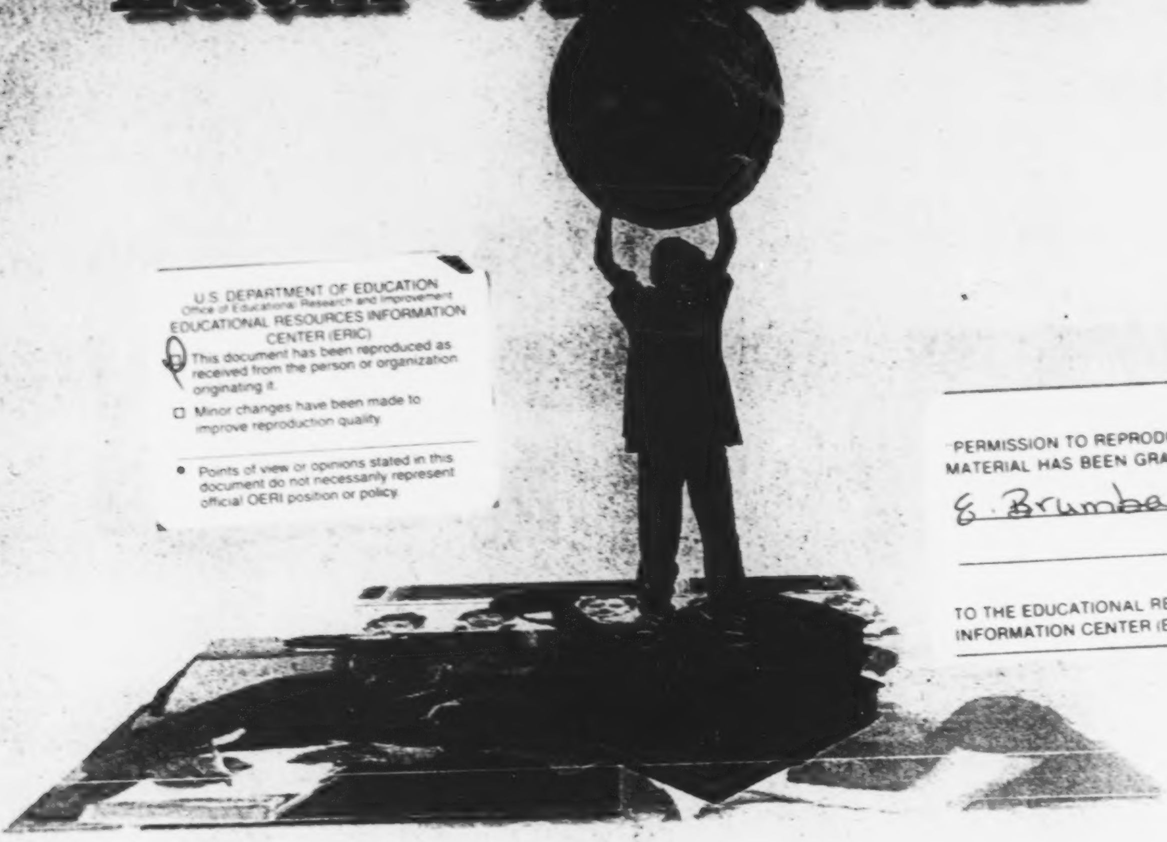
Latin Curriculum Guide



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Latin Curriculum Guide

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Instructional Services
Foreign Languages

301 North Wilmington Street
Raleigh, North Carolina 27601-2825

1998

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LATIN CURRICULUM GUIDE
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FOREWORD

The teaching of Latin continues to hold a vital place in our educational system. There are an estimated 15,000 students enrolled in Latin classes at the middle and high school level in North Carolina. Continued interest in Greco-Roman culture is paired with renewed emphasis on the benefits of Latin study, in part, "from the recognition that the study of Latin can be a very effective aid in improving language skills in English..." (*Standards for Classical Language Learning*, p. 3).

The study of Latin offers students insights into language and vocabulary development, interactions with ancient civilizations through the reading of literature, and a cross-cultural understanding of another civilization. In addition, through the study of Latin, students gain insights into the nature of languages and cultures and on the complex interaction between the two concepts. Those are just a few reasons to include the study of Latin in the curriculum of North Carolina's schools.

The *Latin Curriculum Guide* examines the broad concepts which form the basis for Latin study in North Carolina and outlines what students should know and be able to do at each level of language. We hope that this document will provide direction to school districts as they plan and/or continue to improve their Latin program.

Latin Curriculum Guide

INTRODUCTION

Highlights

- **What Is the New *Latin Curriculum Guide*?**
- **Latin and the Basics**
- **National Standards**
- **Foreign Language Standards**
- **How This Curriculum Guide Was Developed**

What Is the New *Latin Curriculum Guide* ?

The *Latin Curriculum Guide* describes the overarching concepts which form the basis of Latin study in North Carolina and outlines what students should know and be able to do at the beginning, intermediate, and advanced levels. It is designed to provide direction to school districts as they plan and/or continue to improve their Latin language program.

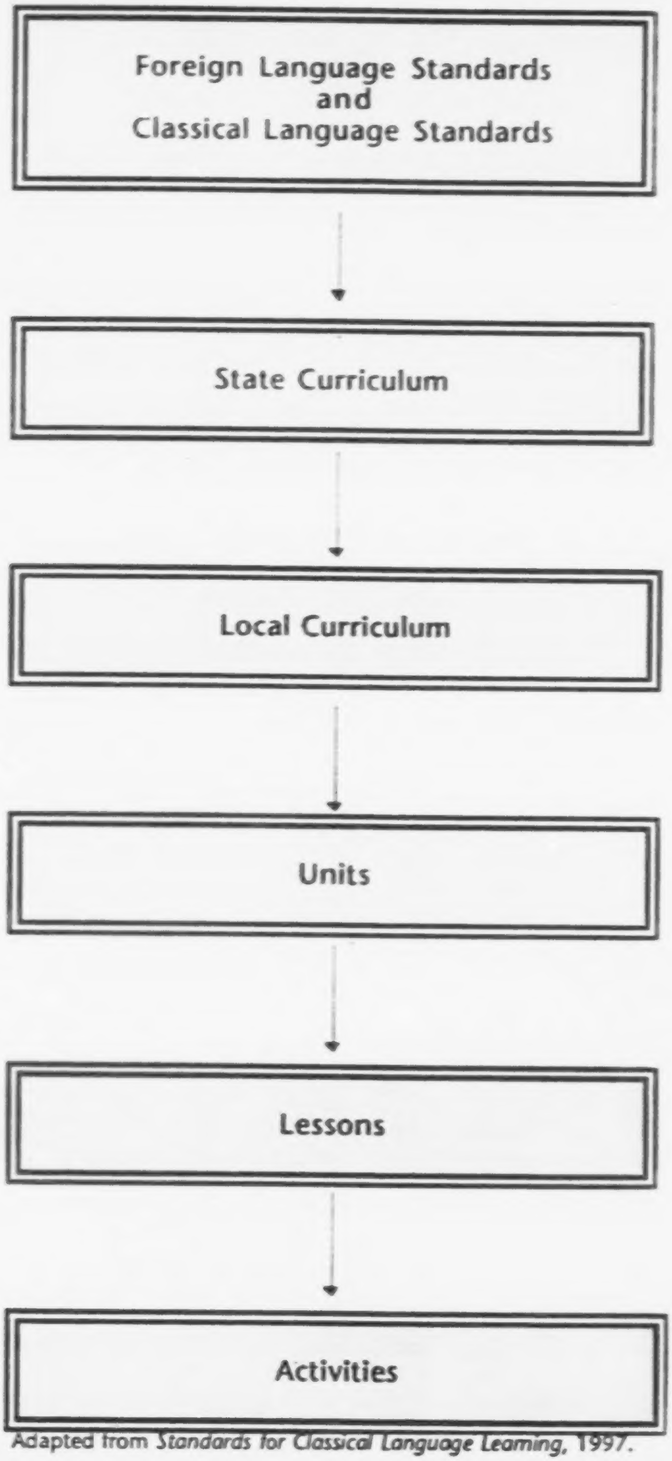
The *Latin Curriculum Guide* replaces the Latin curriculum published in 1985. It does not prescribe course content but instead offers a great deal of flexibility by serving as a guide for school districts. The overview presented in this document will need to be expanded in the local curriculum document to reflect the beliefs, policies, and philosophy of the local educators; other possible topics to consider include specific course content, teaching, learning, and assessment strategies, as well as specific activities and resources supporting instructional practices.

Latin and the Basics

The North Carolina State Board of Education in 1995 created the New ABCs of Public Education, its plan for restructuring education in the state. The B in the ABCs focuses on instruction in the basics: "While schools must teach many things, the Board believes that schools must ensure that all students master the basics of reading, writing, and mathematics."

The *Latin Curriculum Guide* recognizes the importance of the basics of reading and writing as key elements in each student's education. Classicists have long known the effects of Latin study in improving English reading and writing ability. While students may not learn English grammar by studying Latin

NATIONAL STANDARDS, STATE CURRICULUM, AND LOCAL CURRICULUM



Adapted from *Standards for Classical Language Learning*, 1997.

> ..They learn to think in grammatical terms. They learn to see what are the possibilities of English by comparing it to Latin. They learn to understand the vocabulary of grammar and so gain an important tool that can come in very handy when they have to learn grammatical rules, when they want to learn what is wrong with the way they write, and when they want to study other foreign languages (Luschnig).

National Standards

In 1989, state and national leaders convened to reach consensus on national education goals for the public schools in the United States. In 1994 Congress voted on "Goals 2000: Educate America Act" which endorsed the goals and expanded goal 3 to include foreign languages in the core curriculum. "Goals 2000" and the "Improving America's School Act" encouraged the development of high standards in the core curriculum.

Foreign Language Standards

The *Standards for Foreign Language Learning: Preparing for the 21st Century* were the seventh and final subject area to receive federal funding to develop standards for students kindergarten through twelfth grade. The classical languages were incorporated in this document from the beginning.

> The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical...(Standards for Foreign Language Learning, p. 7).

The American Classical League (ACL) in connection with the American Philological Association (APA) and regional classical associations formed a task force to adapt the foreign language standards to the learning of classical languages. Their work resulted in the *Standards for Classical Language Learning.*

How This Curriculum Guide Was Developed

In response to the 1996 publication of the *Standards for Foreign Language Learning* and the even more recent publication of the *Standards for Classical Language Learning,* a committee of Latin teachers at the middle and high school level, central office supervisors, and university professors was formed under the guidance of the Department of Public Instruction. The Latin committee and the Department of Public Instruction solicited input from other Latin teachers, parents, and students through a variety of focus groups, questionnaires, and district reviews and incorporated their suggestions in the document. In addition, a draft of this document was mailed for review to all the public school Latin teachers in the state, some selected university professors as well as other interested parties. The final document was revised to incorporate suggested changes.

PROGRAM CONSIDERATIONS

Highlights

- **Purpose of Latin Study**
- **Benefits of Latin Study**
- **Kinds of Programs**
- **Program Goals**

Purpose of Latin Study

The renewed interest in the study of Latin dates back to the late seventies and the President's *Commission on Foreign Language and International Studies*. That commission convened and presented its recommendations to President Carter in 1979 by suggesting that "the study of foreign languages must be promoted for the utilitarian ends of increasing communication among peoples and developing cross-cultural understandings." The study of classical languages was widely believed to contribute to these goals.

More recently school reforms have called for a return to the basics and for an increased emphasis on language study in the nation's schools. Many studies included participation from a variety of organizations such as:

> ...the report of the National Commission on Excellence in Education, the Carnegie Foundation for the Advancement of Teaching, the Commission on the Humanities, and the Rockefeller Foundation. The College Board's Educational Equality Project has underscored the imperative for foreign language study as a means of enhancing general linguistic and communications skills as well as international cultural awareness (Foreign Language Annals, Vol. 20, No. 2, April 1987, p.134).

Once regarded as a subject for the college-bound students, Latin has played an important role in helping students develop literacy skills and English vocabulary. Changes in methodology and materials are ensuring that all students can obtain some level of success learning vocabulary, sentence patterns and studying about Roman daily life, customs, and mythology. In addition, the study of word derivation helps them expand their own vocabulary.

Latin teachers throughout North Carolina have identified the purposes for Latin study as follows:

- To develop the ability to read and understand a written passage.
- To show the relevance of Latin and the Greco-Roman culture through its influence on language, literature, and culture.
- To understand language in general and especially the students' own language(s).
- To understand and appreciate culture in general and especially the students' own culture(s).
- To foster vocabulary expansion.
- To become life-long learners.

Benefits of Latin Study

The benefits of Latin study have long been documented. Barrett in a 1996 paper states that "Students of Latin develop skills and strategies for acquiring new vocabulary and sentence structures, which increase their readiness to acquire other languages as needed. Latin helps cultivate such mental processes as alertness, attention to detail, memory, logic, and critical reasoning."

Literacy Skills and Vocabulary Expansion

Latin contributes to the literacy of students and helps them better understand their native language because it teaches them how language works, it introduces them to grammatical structures far different from English, and it helps them focus on and appreciate the uniqueness of English.

Moreover, Latin vocabulary is easy for speakers of English to acquire because over 65% of all English words come from Latin. So many Latin words have entered the English language, both in everyday language and in technical vocabulary that the study of Latin can help students organize and understand this vocabulary. The study of word derivation provides a better understanding of the many English words of Latin origin. Latin is also the basis for 75-80% of all Spanish, French, Italian, and Portuguese words.

Hence, students can lay a solid foundation for language study and at the same time improve their English skills.

SAT Scores

The increased level of literacy is highlighted on the Scholastic Aptitude Test (SAT). Latin students consistently display enhanced verbal skills on the SAT Test. Their verbal average ranks above the national average for all students.

Cultural Appreciation

Through the study of Latin, students have an opportunity to discover their cultural and historical heritage. They can reflect on and analyze the influences of Greco-Roman civilization on the present society and on their own life. Latin study gives students a sense of continuity and perspective. It allows them to reflect on the past while trying to apply the lessons of the past to future events. As Cicero, the Roman statesman said, "Whoever is ignorant of the past remains forever a child."

Abstract Reasoning

"Furthermore, Latin develops the students' ability for abstract reasoning. Because it lacks direct applicability in most circumstances (a walk through Rome or attendance at a Latin mass being the exceptions), it must be viewed and manipulated as a system with its own internal rules, form, and possibilities. In this respect, Latin helps provide many of the essentials of mental discipline while it prepares the mind for the richest kind of intellectual play" (Basic Education, Vol. 5, No. 7, March 1991, pp. 6-7).

Kinds of Programs

Latin at the High School

The study of Latin in North Carolina usually takes place in grades 9-12. It is an elective but will fulfill the two-year foreign language requirement of the NC Scholars Program and may also by utilized for the foreign language admissions requirement at most colleges and universities. The number of students enrolling in Latin continues to increase each year as more schools are adding Latin to the curriculum.

This Latin Curriculum sets forth the goals and objectives specifically for the high school student enrolled in Latin I - V. However, the beginning level can be adapted for students at the middle school and, to some extent, at the elementary school. It does not address Advanced Placement (AP) Latin which has its own curriculum.

What is the AP Program?

The College Board's Advanced Placement (AP) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both, in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs.

List of AP Courses

Advanced Placement courses are available in:

AP Latin: Vergil
AP Latin Literature

AP Latin: Vergil and Latin Literature

The Advanced Placement Latin comprises two courses, Vergil and Latin Literature, the aims of which are in general conformity with college Latin studies in the fourth through sixth semesters. As in all such courses at this level, the basic objective is progress in reading, translating, understanding, analyzing, and interpreting Latin in the original.

The annual examinations (Vergil and Latin Literature) have a common multiple-choice section, which tests students' ability to read and understand Latin poetry and prose at sight, and a free-response section for each course, which measures students' ability to comprehend, analyze, and interpret the literature read in the two courses.

AP Publication

For detailed information and practical suggestions on teaching the AP Latin: Vergil and Literature courses, it is strongly recommended that teachers consult the *Teacher's Guide to AP Courses in Latin* which may be obtained by contacting (609) 771-7243 or by placing an order with:

Advanced Placement Program Dept.
E-22, P.O. Box 6670
Princeton, NJ 08541-6670

Latin in the Middle School

Latin has made substantive gains in the middle schools in North Carolina. Currently the approach to Latin in the middle school is varied. Some schools are implementing sequential "traditional" Latin courses while other schools are opting for scheduling Latin courses which benefit English language skills and/or which develop cultural awareness.

1. "Traditional" Latin courses
   In many middle schools, Latin instruction is broken down into a two-year span addressing the level I -- the first half of Latin I is offered in the seventh grade and the second half in the eighth grade -- or in an accelerated course available to eighth grade students. Both of these options mark the starting point of a sequential program which is continued at the high school level. When a middle school chooses to address the level I, teachers need to tailor the instructional

strategies to address the specific needs of young adolescents. While some adolescents have already moved into abstract thinking many are still anchored in concrete reasoning and have difficulty grasping the numerous grammatical concepts. Therefore, the methodology should be adapted to facilitate the acquisition of targeted concepts.

In addition, the cooperation of middle and high school teachers is essential to ensure a smooth transition from the middle school to the high school level.

2. Other options
Other schools also schedule Latin in an exploratory wheel or a semester course. In this case, the goal of Latin instruction is very different from the one outlined in this document. Semester courses or short courses on the exploratory wheel can be designed to address special needs or interests of students, such *as Discovering Languages Through Latin, Vocabulary Expansion, Latin for Literacy, Mythology, Greco-Roman Myths, How the Roman Lived and Worked*. These courses stand alone but can generate enough interest to lead to a beginning level I course either at the middle school or at the high school level.

While the approaches listed above are appropriate at the middle school level, it is important for everyone to be clear on the different goals for the different programs. It is equally important to remember that many of the benefits obtained through the study of Latin (and especially higher SAT scores) are gained through a longer sequence of Latin study.

Latin in the Elementary School

The majority of elementary school programs do not view the learning of the Latin language as their primary goal. Instead, they offer Latin as a springboard for further Latin study. There is a variety of ways to address Latin in the elementary school.

1. Latin FLES
In Latin FLES, the methodology closely resembles the one used in Foreign Language in the Elementary School (FLES) and students learn through oral interaction, dialogues, stories, songs, visuals, and games. Also, their attention is directed to the links between Latin and English words.

2. Another kind of elementary program does not teach Latin per se but is rather based on the development of cultural awareness. It focuses on topics of interest to the

elementary child such as *Daily Life In Rome, Latin Through Mythology*. Students are exposed to the Latin language, mythology, painting, sculpture, architecture, and music and are led to compare and contrast classical civilization with their own. Many such programs do not require a prior knowledge of Latin on the part of the teachers.

3. Some programs such as *Latin for Literacy* target populations whose English skills need to be strengthened. These programs are organized around cultural topics which serve as springboards for vocabulary development. At the elementary level, there is no formal study of the grammar, and declension of Latin words is omitted. Most Latin teachers in such programs concentrate on building the English vocabulary based on Latin roots, prefixes, and suffixes and on the reinforcing concepts common to both languages.

Program Goals

The Goals of the Latin Curriculum symbolize the program outcomes for Latin study in high school. They are based on the *Standards for Foreign Language Learning: Preparing for the 21st Century* (SFLL) and the *Standards for Classical Language Learning* (SCLL). They represent an expansion of the learning outcomes in previous curricula by emphasizing the connections of Latin to other disciplines and cultures and by focusing on the role of Latin beyond the classroom into the community. A committee composed of Latin teachers from throughout North Carolina examined both standards documents and combined them as follows:

Goal 1: ***Communication:*** Understand written Latin

Goal 2: ***Culture:*** Gain knowledge and understanding of Greco-Roman culture

Goal 3: ***Comparisons/Connections:*** Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines

Goal 4: ***Communities:*** Participate in wider communities of languages and cultures

Communication

Goal 1: *Communication:* Understand written Latin

Goal 1 defines "communication" as it applies to the learning of a classical language. The written messages of the ancient world, from epic poetry to Pompeiian graffiti, are the major source of knowledge and our major line of communication to the Greeks and Romans. *Reading, then, is the first standard and the key to communicating with the ancient world.* But the Forum and the Agora were alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhances the ability to read. The second standard of the communication goal emphasizes the importance of oral skills, and writing as tools to improve reading. (SCLL, p. 7)

Culture

Goal 2: *Culture:* Gain knowledge and understanding of Greco-Roman culture

The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of humankind. (SFLL, p. 43)

Connections/
Comparisons

Goal 3: *Connections/Comparisons:* Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines

One of the purposes of language study is to help students develop a better understanding of their own language and culture. Through the study of another language, students learn that there are certain unifying principles governing languages and cultures in general. Through an on-going involvement with the target cultures, students compare, contrast, and analyze the target culture and language with their own and thus grow in their understanding of the concepts of language and culture.

Furthermore, the study of Latin

> ... provides interdisciplinary experiences for the learner in areas of vocabulary, culture, geography, and history. In addition, students use their knowledge of Latin to acquire new information as they read authentic works which may also relate to other subject areas. (SCLL p. 11)

Communities

Goal 4: *Communities:* Participate in wider communities of languages and cultures

> This goal focuses on the application of the knowledge of Latin to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin enables students to develop a full understanding and appreciation of classical influence in today's world as they encounter new language learning situations and other cultures. (SCLL, p. 15)

INSTRUCTIONAL CONSIDERATIONS

Highlights

- **Instructional Strategies**
- **Multiple Intelligences**
- **High Order Thinking Skills**
- **Role of Grammar**
- **Role of Translation**
- **Role of Technology**
- **Assessment**

Rationale

Schools must accommodate a variety of students representing diverse cultural backgrounds, needs, abilities, and interests which have an impact on their performance. Teachers who recognize the diverse needs of their students and who structure their teaching to address these variations, will be more likely to deliver quality programs. Addressing the different ways students learn, involving them in high order thinking, and providing opportunities for active learning are of few of the strategies which are proven effective for all students in the classroom.

Instructional Strategies

A classroom which fosters learning is one where "curiosity, creativity, and higher order thinking are stimulated when experiences are based on real, complex, and relevant ideas and materials" (Florida Curriculum Framework, p. 98). A variety of teaching strategies are employed to involve the students in active learning. Those strategies include but are not limited to the following: cooperative learning, group and pair work, individual work, use of graphic organizers, learning logs, cloze techniques, interviews, Total Physical Response (TPR), dialogue journals, cultural presentations, reflective thinking, dramatization, drawing, games, seminars or Socratic teaching, etc.

Multiple Intelligences

Much research has been conducted with how children learn best and how the brain develops. In his book *Frames of Mind,* Howard Gardner theorizes that there are many forms of intelligences. He outlines seven specific intelligences which exist in each one of us with varying degrees. The seven intelligences are listed as follows: Verbal/linguistic, logical/mathematical, musical/rhythmic, visual/spatial, bodily/kinesthetic, intrapersonal, and interpersonal.

> By cultivating a broad range of intelligences, teachers can uncover hidden strengths among students who don't shine at verbal or mathematical tasks. Similarly, students who are gifted in a paper-and-pencil environment may be weak in other areas such as bodily-kinesthetic, spatial, or interpersonal skills. Teachers should nurture all students' strengths and challenge them in areas where they are less developed. (ASCD Update, October 24, 1994, Volume 36, Number 8, p. 1)

There are numerous activities which can be incorporated within the Latin class to foster the development of the various intelligences. Among them are the following suggestions:

- *Verbal:* concept mapping, reading stories and poetry, riddles, crossword puzzles, verbally describing, giving instructions
- *Logical:* timelines, charts, classification charts, outlines, story grid, webs, graphic organizers, following instructions
- *Musical:* creating songs and raps, illustrating poetry with music or sounds, using rhythm
- *Visual:* using diagrams, color coding, estimating by touch, creating posters, flyers, maps, estimating by using sight and touch
- *Bodily:* performing, acting out, role-playing, simulation, learning dances, using body language
- *Intrapersonal:* keeping a journal or diary, writing autobiographical essays, taking the place of a character in a story, listing criteria of your ideal country, city, etc., writing poems
- *Interpersonal:* participating in cooperative learning, role-playing, solving problems in a group, group and pair work, teaching something to other students, engaging in joint story writing

High Order Thinking Skills

Researchers and educators have long advocated the need to teach and help students think critically while they are engaged in learning. From the first day of foreign language study, teachers can foster the development of thinking skills within their classroom by incorporating the core thinking skills described by

Marzano in *Dimensions of Thinking* (see chart of core thinking skills below).

In addition, they can ensure that students have access to:

- a learning environment to encourage a climate of openness and risk-taking; and
- general learning strategies (e.g., questioning, reading, and writing strategies, etc.) to help them think and learn.

Core Thinking Skills

Focusing Skills
1. Defining problems
2. Setting goals

Information Gathering Skills
3. Observing
4. Formulating Questions

Remembering Skills
5. Encoding
6. Recalling

Organizing Skills
7. Comparing
8. Classifying
9. Ordering
10. Representing

Analyzing Skills
11. Identifying attributes and components
12. Identifying relationships and patterns
13. Identifying main ideas
14. Identifying errors

Generating Skills
15. Inferring
16. Predicting
17. Elaborating

Integrating Skills
18. Summarizing
19. Restructuring

Evaluating Skills
20. Establishing criteria
21. Verifying

Dimensions of Thinking: A Framework for Curriculum and Instruction, 1992.

Questioning

Teachers can use a range of questions to help students think. Asking open-ended, thought-provoking questions, and encouraging students to ask their own helps sustain attention and stimulates students to respond actively and creatively. In *The Art of Questioning,* Dennie Wolf defines several kinds of questions which foster the development of high order thinking skills. They are:

- *Inference questions:* they go beyond the available information (e.g., How do you think the people felt?)

- *Interpretation questions:* they ask students to explain the consequences of information (e.g., Without slaves, how would Rome have been different?)
- *Transfer questions:* they ask students to apply their knowledge to other areas (e.g., How is the study of Latin helping you with English vocabulary expansion and comprehension?)
- *Questions and Hypotheses:* they question what can be predicted and tested (e.g., What do you think will happen next in the story? Why do you think that?)
- *Reflective questions:* they ask students to reflect on what they know (e.g., How do you know this? Why do you say this?)

Wolf adds that "simply posing a variety of questions hardly creates a climate for inquiry. At least as important is the way teachers respond to the answers their questions provoke." (p. 5)

Critical Thinking and Reading

When students are confronted with a reading passage in the foreign language, they are often overwhelmed by the print and are unsure about where to begin. There are many strategies which can help them make sense of the text while involving them in thinking. Some examples are: previewing, discussing author or text type, using advance organizers, making predictions on the content, monitoring comprehension by using context clues, imaging, inferring, rereading and revising predictions, using "fix-up" strategies when they do not understand, summarizing, reflecting, evaluating, and discussing in groups.

Critical Thinking and Writing

The most successful technique to develop critical thinking is to incorporate a process approach to writing. This approach places the responsibility on the students to improve their own writing. Kroonenberg (1992) states that:

> "Student response groups, conferences, questions and comments focus on getting students to stretch, to reflect, and to think critically....Other students in response groups are urged to question in order to seek clarification and to force their peers to analyze and evaluate."

Other strategies which are useful in the thinking and writing processes are: graphic organizers such as webs, semantic maps, Venn diagrams, flow charts, timelines, cause and effect charts, picture stories, journals, questioning and non-questioning techniques. (See appendix for sample graphic organizers.)

Role of Grammar

Grammar plays an essential role in the teaching of Latin. However, the study of grammar per se is not one of the long-term goals of the Latin curriculum. Grammar serves several purposes. It can be used for communication, for understanding one's own language, and as a means for talking about language.

Grammar for Communication

Grammar is a tool for the communication and the comprehension of ideas. Grammatical concepts are taught and applied in context within activities that are designed to guide students toward mastery of the objectives. "The grammar that is presented to students should be contextual and directly related to curricular, academic, and social concepts that students have mastered." (N.C. Communication Skills Curriculum)

"Grammar does not exist outside the sentence. The most meaningful context for studying grammar is through the student's own writing" (N.C. Communication Skills Curriculum, p. 30) and reading. It is essential for teachers not to mistake the mastery of grammar for mastery of a particular level of reading proficiency. The memorization of rules and the ability to manipulate patterns out of context are not automatically transferable to reading and writing tasks.

Grammar for Understanding Own Language

Grammar is also a tool for understanding the student's own language. "Latin with all its inflections forces students to focus their attention on language and grammar. It opens their minds to the existence and purpose of grammar" (Luschnig). Students reinforce their understanding of their own grammar while learning the syntax of the Latin language. The study of another language gives them "a grammatical frame of reference. It is easier to learn grammar and what grammar is for when one has something to which to compare it. Without the study of a foreign language, a person cannot fully know his own" (Luschnig).

Traditionally, Latin instruction has highlighted the grammatical connection and the comparison between the two languages. Teachers routinely ask their students to think and discuss how grammatical concepts are conveyed in English; therefore, leading learners to higher levels of thinking such as analyzing and inferring.

Grammar for Talking about Language

Finally, grammar is a tool for talking about language and about how language works. Latin provides students with the needed terminology which can be used with other languages (including one's own language) to see how they work. Most of our grammar terms are derived from Latin and while they do not always apply to English (e.g., declension), they provide labels for various concepts. Therefore, Latin study enables students to take the language apart and to analyze it.

In addition, through the study of another language, students discover that all languages do not work the same way and that some elements (gender, declensions, word order, etc.) present in one language may not exist in another. "They cease to make naive assumptions about other languages and cultures solely based upon knowledge of their own." (SFLL p. 53)

Translation

Translation is an important component in the study of Latin. It has value when it is connected to reading and writing and when it can be used as a way of assessing comprehension. However, translation should never be seen as the only means to this end. There are many other ways to determine the reader and writer's level of comprehension, such as displaying information on charts or graphic organizers, graphically representing an event, enacting a scene, etc.

Reading and translating are not synonymous. In the former, the reader is an active participant interacting with the text as he/she constructs meaning. The successful reader resorts to a variety of strategies in order to monitor his/her own level of comprehension. He/she may be involved in scanning and skimming and may need to use special "fix-up" strategies to make sense of an unknown word. He/she looks at the whole before making sense of the parts. In addition, his/her rendition of a text is likely to be affected by the mood of that passage.

In the latter, the student is interested in the individual parts of a sentence and attempts to reconstruct the whole from the individual parts. The student whether he/she is engaged in translation from English to Latin or from Latin to English is involved in structural analysis of both languages. "Translation is an artful skill: sometimes what passes as a 'literal translation' from Latin or Greek into English is not English at all." (SCLL, p. 42)

Assessment

As research continues to explore the different ways students learn and as classroom practices change to accommodate the learning needs of students, so does assessment.

Formative Assessment

There are many possibilities to assess students' learning in the Latin classroom; however, it is important to point out that effective assessment is an on-going process and is a logical extension of teaching and learning. It reflects the numerous instructional strategies used in the classroom on a daily basis. This kind of assessment, often referred to as *formative assessment*, may be informal and may or may not include the use of tests and grades.

Summative Assessment

While the assessment of student's performance on a continuous basis has important implications for classroom teaching and learning, it is also advisable to assess students formally such as at the end of major units, semesters, or year to see how much they have retained from earlier instruction. This kind of assessment is called *summative assessment* and when conducted throughout the year, it helps teachers make adjustments in teaching to accommodate the needs of learners. "Assessment at the end of the year or the course can be useful to teachers when planning future instruction for a new group of learners" (Genesee, p. 50).

Nevertheless, information gathered through the different kinds of assessment, both formative and summative, is incorporated to help revise, reinforce, and improve the teaching and the learning process.

Assessment can be broadly categorized in two groups:

1. Traditional assessment
2. Alternative assessment

Traditional Assessment

The term traditional assessment refers most often to tests of multiple-choice, true and false questions, essays, and matching. "These approaches are particularly useful in assessing students' knowledge of information, concepts, and rules" (Florida Curriculum Framework, p. 144). However, while traditional assessment tools may be effective in assessing factual knowledge and some skills, they are not sufficient for assessing all aspects of students' performance.

Alternative Assessment

An alternative assessment "consists of any method of finding out what a student knows or can do that is intended to show growth and inform instruction and is an alternative to traditional forms of testing" (O'Malley and Pierce, 1996). This kind of assessment may happen while instruction is taking place.

Some possible alternative assessments include portfolio assessment, performance and exhibitions, projects, learning logs and journals, observation (e.g., anecdotal and mental notes, checklists,) student self-assessment, and peer assessment activities.

Sample activities and assessments corresponding to each objective are listed in this document. They reflect a variety of instructional strategies and supplement the more traditional ones.

Role of Technology

Technology has become an integral part of the instruction and of the learning process. Computers, the Internet, and other media are used by teachers and students alike to present, share, and exchange information. The integration of technology in the Latin curriculum is especially well-suited when addressing the national goal of Communities which states that students "Participate in wider communities of languages and cultures." Through technology, students can "access directly knowledge and information generated by other countries and cultures..."(SFLL, p. 59)

Technology can transform the classroom experience when it gives teachers and students alike access to computers for word processing, graphics, desktop publishing, data bases, and for inclusion of multi media in presentations and/or projects. Other resources such as CD-ROMs, software programs, audio and video cassettes can enhance and expand the educational opportunities.

Furthermore, opportunities such as those provided by the Internet, telecommunication and distance learning, prepare students for the highly technical world of the twenty-first century while enabling them to expand their horizons by communicating with students from other countries. Finally, the application of technology in the Latin classroom motivates students and allows them to apply many of the skills they have learned.

ORGANIZATION OF THE LATIN CURRICULUM GUIDE

Highlights

- **Goals and Standards**
- **Objectives**
- **Descriptions of Levels**
- **Teacher Handbook (Explicatio, Sample Activities and Assessments, Teacher Note)**

Organization

This Curriculum Guide is designed specifically for high school programs. It is organized around four goals which correspond to the program outcomes. The four goals: Communications, Culture, Connections/Comparisons, and Communities are based on the national goals outlined in the *Standards for Foreign Language Learning: Preparing for the 21st Century* and in the *Standards for Classical Language Learning*. Each goal area contains two or three standards which "describe the knowledge and abilities students should acquire." (SCLL, p.4)

Goals and Standards

GOAL 1: COMMUNICATION: Understand written Latin
Standard 1.1: Students read, understand, and interpret Latin.

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture
Standard 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines
Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures
Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.

Objectives

Under each standards are objectives for beginning, intermediate, and advanced students. Intermediate and advanced students are expected to meet the objectives of the lower level(s) as well as those of their own level. For each objective, an *explicatio,* several suggested sample activities and assessments, and teacher notes are provided.

Rationale for Levels

The study of Latin like all foreign languages in North Carolina and across the nation is characterized by multiple entry points. Students typically begin Latin in high school but may begin as early as elementary school. Therefore, the national Classical Standards committee has chosen to develop benchmarks at the beginning, intermediate, and advanced levels rather than at designated grade levels.

The North Carolina committee examined the Standards document and curriculum frameworks from other states. After much discussion, the committee chose to use the Classical Standards model. By establishing objectives at the beginning, intermediate, and advanced levels, rather than for specific courses or grade levels, the committee has recognized the variation in Latin instruction and has incorporated the developmental stages of language acquisition. Following is a table showing the correspondence between levels and courses.

Correspondence Between Levels and Courses

Beginning	Intermediate	Advanced
High school level I and part of level II	High school levels II and III	High school levels IV and up

Description of Levels

Beginning
This is the beginning level for high school students. At this level, students are expected to read and understand simple Latin passages. They become familiar with basic vocabulary, syntax, and inflectional systems orally and in writing. They become aware of the culture through the study of historical figures, holidays, educational practices, geographical features, clothing, myths, artifacts, etc. and they apply this knowledge to reflect on their own culture. Additionally, they develop the ability to determine the meaning of words through the study of prefixes, suffixes, and specialized vocabulary. They identify the similarities and differences among languages and cultures. Finally, they use this knowledge outside of the classroom setting.

Intermediate
At the intermediate level, students continue the development of the previous skills. They read original Latin passages. They deepen their knowledge of vocabulary, syntax, and inflectional systems orally and in writing. They reflect on the relationship between the different aspects of culture. They expand their study of word derivation to include the meaning of English vocabulary through the analysis of the parts. They develop an understanding of the similarities and differences among languages and cultures. Finally, they explore and initiate research for personal enjoyment.

Advanced
Advanced students demonstrate comprehension, interpret, and analyze both adapted and original passages orally and in writing. They analyze the significance of the historical figures, the geographical features, and the development of Roman government and they continue to expand their knowledge of the Greco-Roman world. They make inferences and draw conclusions about the ways the ancients thought and acted and about the influence of Latin and Greco-Roman civilization on their own language and culture. Finally, they extend their exploration and research of the Greco-Roman world to the global community.

Sample Activities and Assessments	For each objective listed in the *Latin Curriculum Guide*, a series of sample activities and assessments is provided. The activities and assessments are not mandatory but instead provide some suggestions for addressing the listed objectives. Some of the sample activities are very specific in their purpose while others are broader and can be adapted to a variety of contexts. In addition, many of the sample activities may also be used for assessment purposes.
Teacher Note(s)	This entry incorporates instructional suggestions as well as special resources which may be useful when addressing specific objectives. An attempt has been made to add relevant suggestions for each objective; however, on occasion, no additional comments and/or suggestions were included because they provided little additional insights for the practicing teacher. Teachers may feel free to add to this document by inserting their own Teacher Note(s).

Goal 1: COMMUNICATION
Understand written Latin

Standard 1.1: Students read, understand, and interpret Latin.

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

Goal 2: CULTURE
Gain knowledge and understanding of Greco-Roman culture

Standard 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

Goal 3: CONNECTIONS/ COMPARISONS
Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

Standards 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

Goal 4: COMMUNITIES
Participate in wider communities of languages and cultures

Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.

GOALS, STANDARDS AND OBJECTIVES

GOAL 1: COMMUNICATION: Understand written Latin

Standard1.1: Students read, understand, and interpret Latin.

Beginning

1.1.1 Read and understand words, phrases, and simple sentences in context.

1.1.2 Demonstrate reading comprehension of simple Latin passages.

1.1.3 Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to reading level.

1.1.4 Draw conclusions and make inferences from selections read.

Intermediate

1.1.5 Demonstrate reading comprehension of a variety of Latin passages.

1.1.6 Recognize typical content and stylistic features of selected genres and authors.

1.1.7 Demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to reading level.

1.1.8 Draw conclusions, make inferences, and interpret passages read.

Advanced

1.1.9 Demonstrate comprehension of both adapted and original passages from selected authors in a variety of genres.

1.1.10 Recognize, interpret, and analyze the content and stylistic features of authors read.

1.1.11 Demonstrate an increasing knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors read.

1.1.12 Interpret, make inferences, and analyze passages read.

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

Beginning

1.2.1 Recognize and reproduce the sounds of Latin.

1.2.2 Respond orally, in writing, and through demonstration to simple questions, statements, commands, or other stimuli.

1.2.3 Write simple phrases and sentences in Latin.

1.2.4 Draw conclusions and make inferences orally or in writing.

Intermediate

1.2.5 Read Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection.

1.2.6 Respond orally, in writing, and through demonstration to questions, statements, commands, or other stimuli.

1.2.7 Write phrases and sentences in Latin.

1.2.8 Draw conclusions and make inferences orally or in writing.

Advanced

1.2.9 Read Latin aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection from a variety of genres.

1.2.10 Use more complex spoken and written Latin.

1.2.11 Write passages in Latin.

1.2.12 Interpret, make inferences, and analyze passages orally and in writing.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

Standard 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

Beginning

2.1.1 Identify major historical and political figures and forms of Roman government and comprehend their significance in Roman history.

2.1.2 Identify the basic features of Roman daily life and comprehend their significance.

2.1.3 Identify the physical and geographical features of Rome, her empire, and their role in history and culture.

Intermediate

2.1.4 Expand knowledge of major historical and political figures and forms of Roman government, and relate them to their historical setting.

2.1.5 Expand knowledge of Roman daily life and its relationship to societal practices.

2.1.6 Expand knowledge of the physical and geographical features of the Roman world and their impact on Roman military and economic expansion.

Advanced

2.1.7 Analyze authentic materials and original texts and determine the significance of major historical and political figures and forms of Roman government found therein.

2.1.8 Analyze the significance of the practices and perspectives of the Roman people in their daily life as reflected in authentic materials and original texts.

2.1.9 Read authentic materials and original texts and evaluate the influence of the physical and geographical features of the Roman world on military and economic expansion.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

Beginning

2.2.1 Recognize major architectural features, engineering products, and art forms of the Greeks and Roman, as representations of their cultural perspectives.

2.2.2 Identify major writers and their works, as reflections of their historical settings.

2.2.3 Identify food, clothing, and artifacts to form generalizations and make inferences about daily life and customs.

2.2.4 Identify the principal Greek and/or Roman deities and mythological heroes and the stories associated with them, as reflections of Roman values.

Intermediate

2.2.5 Recognize specific examples of Greek and Roman architecture and art forms, engineering and urban and camp design as representations of cultures and of historical events.

2.2.6 Form generalizations about major writers and their works, based on readings of original and/or adapted literary texts.

2.2.7 Apply knowledge of food, clothing, and artifacts to form generalizations and make inferences about daily life and customs.

2.2.8 Demonstrate a more extensive knowledge of Greco-Roman mythology and legends gained from the Latin texts, to form generalizations and make inferences about the values and attitudes of Roman cultures.

Advanced

2.2.9 Compare, contrast, and evaluate Greek and Roman architecture and art forms, and their relationship to changes in major political, social, and religious perspectives.

2.2.10 Recognize and form generalizations about major and minor writers, their works, and their relationships to one another, based on readings of authentic materials and original texts.

2.2.11 Expand knowledge of food, clothing, and artifacts to make inferences and draw conclusions about daily life and customs and make correlations with literary texts and authentic materials.

2.2.12 Expand knowledge of Greco-Roman mythology and legends to make inferences and draw conclusions about the roles of myths in Roman culture, based on authentic materials and original texts.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Beginning

3.1.1 Recognize common Latin and Greek roots and prefixes/suffixes and identify their role in the development of English vocabulary.

3.1.2 Recognize the importance of Latin and Greek in the specialized vocabulary of other disciplines.

3.1.3 Recognize and comprehend the use of explicit allusions to mythology and history in literature and other disciplines.

Intermediate

3.1.4 Determine meaning of English vocabulary through analysis of its Latin and Greek parts (root, prefix, suffix) and of its historical development.

3.1.5 Apply knowledge of common Latin and Greek roots and prefixes/suffixes in specialized vocabulary of various fields.

3.1.6 Recognize and comprehend the use of explicit and implicit allusions to mythology and history in literature and other disciplines.

Advanced

3.1.7 Draw conclusions about the development of English vocabulary derived from Greek and Latin.

3.1.8 Determine the different technical meanings of specialized vocabulary in the context of other disciplines.

3.1.9 Analyze and evaluate the effectiveness of implicit and explicit allusions to mythology and history in literature and other disciplines.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

Beginning

3.2.1 Recognize that specific Latin vocabulary and structures are a reflection of the uniqueness of the language.

3.2.2 Gain awareness of the ways in which the ancients thought and acted.

3.2.3 Gain awareness of the influence of Latin and Greco-Roman culture on the development of Western values.

Intermediate

3.2.4 Recognize the unique structures and vocabulary of the Latin language based on readings of adapted and original texts.

3.2.5 Understand the ways the ancients in which thought and acted, based on readings of adapted and original texts.

3.2.6 Expand awareness of the influence of Latin and Greco-Roman culture on the development of Western values, based on readings of adapted and original texts.

Advanced

3.2.7 Make inferences and draw conclusions about Latin as a unique means of communication, based on readings and analysis of original texts.

3.2.8 Make inferences and draw conclusions about the ways in which the ancients thought and acted, based on readings of original Latin texts.

3.2.9 Make inferences and draw conclusions about the influence of Latin and Greco-Roman culture on the development of Western values, based on readings of original texts.

Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

Beginning

3.3.1 Identify similarities and differences in the elements of English and Latin.

3.3.2 Identify similarities and differences in ancient and contemporary cultures.

3.3.3 Gain awareness of the historical continuity of the Latin language and ancient civilization.

Intermediate

3.3.4 Develop understanding of the similarities and differences in the elements of English and Latin.

3.3.5 Develop understanding of the similarities and differences in ancient and contemporary cultures.

3.3.6 Explore the historical continuity of the Latin language and ancient civilization.

Advanced

3.3.7 Draw conclusions and form inferences about how languages work.

3.3.8 Draw conclusions and form inferences about ancient and contemporary cultures.

3.3.9 Draw conclusions and make inferences about the historical continuity of the Latin language and ancient civilization.

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Beginning:

4.1.1 Share, exchange, and present information about own language experience to others in the school, community, and beyond.

4.1.2 Investigate the influence of Latin on various professional fields.

4.1.3 Recognize Greco-Roman influence in own or neighboring communities.

Intermediate:

4.1.4 Share, exchange, and present information about Latin and the Greco-Roman world to others in the school and community.

4.1.5 Interact with community members who are involved in various professional fields to understand how they have used Latin.

4.1.6 Explore own or neighboring communities for Greco-Roman influence.

Advanced

4.1.7 Interact with community members to understand how they have been influenced by Latin and Roman civilization.

4.1.8 Research own and neighboring communities for Greco-Roman influences.

4.1.9 Further exploration of Greco-Roman influences throughout the global community.

Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.

Beginning

4.2.1 Use knowledge of Latin and of ancient civilizations in leisure activities for personal enrichment.

4.2.2 Explore topics of interest related to the Greco-Roman world for personal enrichment.

Intermediate

4.2.3 Expand own knowledge of Latin and of ancient civilizations for leisure and personal enrichment.

4.2.4 Initiate research for personal enrichment on topics of interest related the Greco-Roman world.

Advanced

4.2.5 Expand and extend own knowledge of Latin and of ancient civilizations for leisure and personal enrichment.

4.2.6 Expand research for personal enrichment on topics of interest related the Greco-Roman world.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning	
1.1.1. Read and understand words, phrases, and simple sentences in context.	• Translate simple sentences and phrases from adapted text. • Match short phrases with the appropriate pictures.
Explicatio: *The ability to read Latin is the central aspect of Latin study. It begins with the understanding of words and phrases within a given context.*	• Respond to simple commands or questions. • Select words which do not belong within a given category. • Act out or draw a picture to illustrate words, phrases, or simple sentences. • Read a series of directions and execute them. • Using the cloze technique, select the words or phrases which complete the sentences.

Teacher Note(s):
The suggestions listed above supplement more traditional activities and assessment practices. Assessment should not be limited to written testing but should be inclusive of other techniques such as: oral assessment, demonstration, use of graphics, and technology.

Responses are not limited to oral and written language but may be acted out or illustrated.

Pictures maybe drawn on a computer.

GOAL I: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 1.1.2 Demonstrate reading comprehension of simple Latin passages. **Explicatio:** *Reading progresses from simple words, phrases, and sentences to connected ideas. Students may resort to reading strategies to make sense of the text.*	• Illustrate sentences taken from a passage. • Place facts/events from a passage in sequential order. • Give a dramatic portrayal of a simple passage. • Respond to who, what, where, when, why questions about a simple passage. • Read a familiar selection from which key words have been omitted. Then select from a word bank the appropriate word for each blank. • Respond in various ways to questions such as: How does this passage make you feel? How do you think the character felt at this time? Have you ever been in a situation like this character faces? What does this passage tell you about Roman life? • Read aloud a familiar passage paying special attention to phrasing, intonation and meaning. • Read a passage and determine the main idea. • Describe strategies used to discern meaning from a simple passage.

Teacher Note(s):
The emphasis, at this point, is not solely on literal translation but on meaning. The sentence "Pila a puero jacietur" would therefore have two acceptable responses "The ball will be thrown by the boy" or "The boy will throw the ball."

Responses to reading comprehension may be given in Latin or in English.

As students develop the ability to read, they need to be aware of the strategies they use to help them make sense of the text. Teachers may need to teach and model effective reading strategies and students may monitor and document their use of reading strategies with checklists or learning logs.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 1.1.3 Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to reading level. **Explicatio:** *This objective refers to the teaching of vocabulary and grammar in context. These elements are essential to reading and understanding Latin and enable students to learn that communication is the ultimate goal and that the other elements are tools.*	• Respond to questions such as: How do you know this word is the direct object in this sentence? What is the declension of this noun? What is the gender of most first declension nouns? • Color code the elements of syntax in a passage or classify them by using a graphic organizer. • Read a series of sentences and determine if each is a question or a command. • Respond to specific questions on the syntax, structure, and vocabulary of a passage.

Teacher Note(s):
Vocabulary, inflectional systems, and syntax should be taught in context, rather than in isolation.

Games and manipulatives can also be used to assess students' performance.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 1.1.4 Draw conclusions and make inferences from selections read. **Explicatio:** *To reach a higher level of thinking, students need to be able to reach conclusions, to predict, and to express ideas which are not explicitly written in the text.*	• Answer questions such as: What do you think the characters in this story will do next? Why do you think this? • Respond in various ways to questions such as: How does this make you feel? How do you think the character felt at this time? Have you ever been in a situation like this character faces? • Read the introduction and/or conclusion of a selection. From this information, predict and outline the probable information. Revise outline after reading. • Read a passage and select from a list the title for that passage.

Teacher Note(s):
Teachers should ask questions which encourage students to draw conclusions and make inferences. Inference questions go beyond the available information. They encourage students to reason and to draw conclusions from what is known or assumed.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 1.1.5 Demonstrate reading comprehension of a variety of Latin passages. **Explicatio:** *As students demonstrate their proficiency in reading comprehension, they must apply their knowledge of vocabulary, inflection, and syntax and may have to resort to reading strategies to make sense of the text. At the intermediate level, the passages may be adapted or unadapted authentic texts or those composed for acquisition of reading and content skills.*	• Individually or in groups, create questions about a passage. • Discuss in a cooperative group what the passage tells about Roman life. • Complete a flow chart depicting the sequence of events in a passage. • Respond to specific questions on the syntax and structure of a passage. • Dramatize and/or illustrate a passage to demonstrate understanding of character, setting, action, etc. • Dramatize a myth from Roman mythology. • After reading a passage, respond to questions such as Who? What? Where? When? Why? • Paraphrase a Latin passage into modern English. • Using the cloze technique, select the words or phrases that complete the passage.

Teacher Note(s):
Questions may be in Latin or English and may be student-generated or teacher-generated.

Illustrations may include original artwork, pictures, or still photographs.

The selected passages should reflect the practices, products, perspectives, and people of the Greco-Roman world.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 1.1.6 Recognize typical content and stylistic features of selected genres and authors. **Explicatio:** *Proficient readers are familiar with their subjects and recognize features of various writers. Stylistic patterns and literary devices specific to the genres and authors are introduced with this objective.*	• Identify the stylistic features of poetry and prose. • After reading a passage, identify the author from a given list and provide reasons for this selection. • Evaluate an author's use of language and literary devices. • Write an original passage in English or Latin incorporating the stylistic features of a specific author.

Teacher Note(s):
Teachers may need to select passages that students have recently read and which contain easily notable stylistic features of selected genres and authors.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 1.1.7 Demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to reading level. **Explicatio:** *Emphasis continues to be on recognition and identification of more advanced grammatical forms, on vocabulary expansion, and correct usage, on pronunciation, and on how these elements are interrelated.*	• Give meanings for words in various grammatical and idiomatic forms (e.g., case, tense, mood) as they appear in appropriate levels of reading. • Use a graphic organizer to identify and classify grammatical and syntactical elements. • Choose the appropriate meaning for selected words in a passage. • Add, delete, and/or substitute words in a passage and discuss their effects on the meaning. • Given a direct statement, rephrase the thought into an indirect statement or question. • Given a Latin sentence with a specified construction and multiple English translations, choose the best translation for the construction.

Teacher Note(s):
Teachers may need to select passages that students have recently read and which contain the elements of vocabulary, inflectional systems, and syntax under study.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 1.1.8 Draw conclusions, make inferences, and interpret passages read. **Explicatio:** *At the intermediate level, students become more proficient at interpreting and analyzing passages. The use of these thinking skills is easily transferable from and to their first language.*	• Answer hypothetical questions such as: Why do you think Caesar, as busy as he was, bothered to record his military triumphs in such detail? Do you think Cicero would have ordered his letters burned if he had known we would be sitting here reading them today? • Read an excerpt and hypothesize the events that might have preceded or followed this event. • Read a Latin fable omitting the moral and state in English what the moral should be and why.

Teacher Note(s):
At this level, the passages would probably be original. Advanced placement preparation would be appropriate here.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 1.1.9 Demonstrate comprehension of both adapted and original passages from selected authors in a variety of genres. **Explicatio:** *This objective focuses on in-depth study of literature from different authors and genres from adapted and original texts. Students engage in critical analysis and interpretation to comprehend the readings.*	• Read passages and discuss them as logical products of their time. • Contrast vocabulary and structural differences between adapted and original texts. • After translating the same passage, compare and contrast your version and your classmates' versions as they reflect the original intent. • Read and summarize a fable, poem, or other passage. • Read a play and dramatize a scene using appropriate props and costumes.

Teacher Note(s):
Selections may come from prose, poetry, drama, etc.

The letters and court presentations of Cicero, the poetry of Catullus, the Metamorphoses of Ovid, selections from the *Vulgate*, etc. are appropriate for reading at this level.

Video tapes in Latin are offered from the Junior Classical League (see list of resources at end of document). These include simulated news casts in Latin.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 1.1.10 Recognize, interpret, and analyze the content and stylistic features of authors read. **Explicatio:** *In this objective, emphasis is placed on the development of analytical skills needed to interpret the selections, on the awareness of the styles of the different authors, and on the relationship of style and meaning.*	• Compare two different passages on the same topic in terms of word choices, structure, and organization and present the comparison on a graphic organizer. • Keep a list of stylistic features (e.g., simile, metaphors) as they occur in the reading selections. • Explain how a specific stylistic feature contributes to the meaning of a selected passage. Rewrite that passage without the stylistic feature and analyze the effectiveness of both passages. • Identify the author, content, and context from a reading excerpt and explain your choice. • Compare and contrast different authors' approaches to the same topic.

Teacher Note(s):
Poetry scansion, paragraph analysis, reading for meaning rather than for literal translation are appropriate to this level of reading.

Advanced Placement preparation continues.

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GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 1.1.11 Demonstrate an increasing knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors read. **Explicatio:** *Emphasis continues to be on recognition and identification of more advanced grammatical forms, vocabulary expansion and correct usage, and on pronunciation.*	• Give meanings for words in various forms as they appear in appropriate levels of reading. • Suggest appropriate synonyms for selected words that would maintain the author's original message. • Identify different constructions (e.g., ablative absolute and *cum temporal* clause) that perform similar functions. • Read selected passages and compare and contrast the vocabulary, inflectional systems, and the syntax in the passages.

Teacher Note(s):
Exempli gratia, students know that *rem, res*, and *rei* are the same word and can explain the various applications of this word.

Analysis prepares students for placement exams at college. It may be helpful to give students review materials to be used just before they take such exams.

Selected passages may be on similar topics by different authors (e.g., Catullus and Horace's poems,) or different topics/genres by the same author (e.g., Cicero's speeches and letters or Vergil's *Aenid* and *Bucolics*).

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.1: Students read, understand, and interpret Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 1.1.12 Interpret, make inferences, and analyze passages read. **Explicatio:** *This objective addresses ideas which are not explicitly expressed in the text. It requires students to take an active role in reading by making sense of what they read, by inferring meaning or intent, and by analyzing the ideas or concepts presented.*	• Answer questions such as: What do you think the characters in this story will do next? Why do you think this? What motivated the characters to act as they did? Why do you think so? • Read a passage from a literary work, identify it as comic or tragic and support your answer with examples from the text. • Read several of Cicero's letters and discuss orally or in writing your views on Cicero the family man or Cicero the political figure.

Teacher Note(s):
Poetry scansion, variations on vocabulary, and poetic variations of constructions as they impact on meaning are all involved here.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 1.2.1 Recognize and reproduce the sounds of Latin. **Explicatio:** *Oral Latin use is not an end in itself rather it is a means to the end of comprehending written language. The focus of this objective is to develop the oral/aural skills which facilitate word recognition and comprehension. The ability to distinguish the difference in sound between English and Latin pronunciation (e.g., -ae, -i) helps students as they begin to recognize differences in inflection.*	• Read aloud from simple texts or plays. • Write a word or match it with a picture as you hear the word pronounced. • Identify words or sentences being read by matching them to phrases on a printed page. • Sing songs in Latin.

Teacher Note(s):
Practice with this objective helps students develop an idea of Latin as a once-spoken language, and allows them to hear words and phrases as carriers of meaning.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 1.2.2 Respond orally, in writing, and through demonstration to simple questions, statements, commands, or other stimuli. **Explicatio:** *Neither oral use of language nor composition is an end to itself, rather both are means to facilitate reading comprehension. The more students are given an opportunity to use the language actively, the more likely they are to recognize and remember vocabulary and syntactical structures. This knowledge can then be applied to facilitate the understanding of Latin texts.*	• One half of the class poses questions to the other half which must answer them correctly. • Using an outline of the shape of a Roman house (with rooms) or the forum (with various buildings) taped on the floor, move as directed and answer questions about present location. • Respond orally in Latin to math computational questions. • Respond in writing with a Roman numeral to math computational questions. • Write Latin sentences from dictation. • Play or lead a game of "Simon says."

Teacher Note(s):
Teaching techniques requiring students to move about and to participate actively in class are especially good for younger learners and for students who are in a concentrated 90 minute block schedule (4x4 or A/B alternate days).

Questions, statements, commands can be asked in English or in Latin. They may be given orally or in writing.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 1.2.3 Write simple phrases and sentences in Latin. **Explicatio:** *Writing Latin is not an end in itself, but rather a means to reading comprehension. Writing is one way for students to reinforce syntax and increase their awareness of it as they read.*	• Write sentences describing pictures. • Write placards in Latin advertising yourselves to potential buyers at a slave auction. • Describe family members or daily activities in writing. • Write a simple letter to a classmate. • Design a greeting card/invitation/thank you note with a simple Latin message.

Teacher Note(s):
Following Gardner's theory of multiple intelligences, the teacher can provide activities for the more artistic and creative students to use their talents in conjunction with Latin grammar drills.

Access to word processing programs, desktop publishing, and graphic software is encouraged with this objective.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 1.2.4 Draw conclusions and make inferences orally or in writing. **Explicatio:** *The ability to infer specifics of grammar and predict uses of grammatical structures greatly enhances and increases what students are able to use actively in both their reading an writing.*	• Read a portion of a short story and write the ending in Latin. • Complete grammatical analogies. • Select the word which does not belong in a given group and justify your reasoning. • Categorize words according to own or predetermined criteria and explain your criteria. • Given an understanding of prefixes and root words, predict the meaning or form of unfamiliar combinations.
Teacher Note(s): As students relate new information to previously-learned materials, they develop higher order thinking skills. Grammatical analogies are part of *certamen* competitions sponsored by the Junior Classical League.	

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 1.2.5 Read Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection. **Explicatio:** *This objective addresses the continued development of the aural/oral skills (with focus on pronunciation, grouping, and intonation) needed to aid in comprehension. Students develop the ability to comprehend Latin readings as a whole, rather than merely as individual words to be translated.*	• Read plays or poems aloud, showing comprehension of phrases without translating into English. • Assume the role of a famous Roman; write a short monologue by the person in Latin and read it aloud. • Plan a campaign speech and deliver it orally. • Complete sentences orally with Latin phrases.

Teacher Note(s):
Teachers may include the use of technology for assessment purposes. An example of technology is Hyperstudio, a multimedia program, which allows students to record their own voices.

A reading rubric or a checklist may be developed to assess the different identified components.

A monologue is a multi-level task assessing the students' writing as well as speaking skills.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 1.2.6 Respond orally, in writing, and through demonstration to questions, statements, commands, or other stimuli. **Explicatio:** *Neither oral use of language nor composition is an end to itself, rather both are means to facilitate reading comprehension. This objective gives students the opportunity to participate actively in responding to stimuli from teachers and classmates.*	• Listen to Latin directions and draw them on a map to simulate an army campaign. • Write a want ad for a soldier in the 10th legion serving in Gaul, and have a partner respond to the ad in writing. • Read a passage in Latin and respond orally or in writing to questions. • In small groups, devise questions to be answered by another group.

Teacher Note(s):
Students use Latin to fulfill a specific need or to carry out a task appropriate to the material being studied and to their ability level.

Questions, statements, and commands may be oral or written.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 1.2.7 Write phrases and sentences in Latin. **Explicatio:** *Writing Latin is not an end in itself, but rather a means to reading comprehension. This objective provides for creative expansion of the language.*	• Write from a dictation. • Paraphrase in writing what you hear/read. • Change false statements to true statements. • Write a newspaper article recounting an event in history. • Fill in the words in a Latin cartoon. • Translate top 40 song titles in Latin. • Choose a Roman identity and write a short description of the person's life. • Use specified grammatical structures to complete a story in Latin. • Write an election poster.

Teacher Note(s):
Teachers may want to give students opportunities to use Latin creatively by combining classical Latin with modern media of expression.

Students may wish to keep a dialogue journal (see Glossary for a definition of dialogue journal); teachers can make specific assignments and ask students to react in Latin to what's occurring in their lives, to what's occurring in class, to what they have read, etc.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 1.2.8 Draw conclusions and make inferences orally or in writing. **Explicatio:** *The ability to infer specifics of grammar and predict uses of grammatical structures greatly enhances and increases what students are able to use actively in both their reading and writing. At the intermediate level, students begin to see patterns and characteristics of authors and their periods of literature.*	• Write part of a play according to what you know about the characters. • Write a logical ending to a story. • Write a sequel to a story. • Discuss what the "ideal" Roman was like, how he was like us, and how he was different from us and present in Latin on a graphic organizer.

Teacher Note(s):
Character analysis, portrayal, debates, and role play are techniques that allow and encourage students to think of the cultural milieu of literary passages. Extension activities can ask students to compare and contrast them to our modern world.

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GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 1.2.9 Read Latin aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection from a variety of genres. **Explicatio:** *Oral Latin use is not an end in itself rather it is a means to the end of comprehending written language. At this level, students develop an appreciation of the beauty of Latin poetry and the flow of prose.*	• Read aloud an unfamiliar passage with attention to metrical structure, meaningful phrase grouping, and voice inflection. • Wear a costume and read works from ancient authors during a poetry-reading evening. • Read aloud a simple work you have created in the style of an author you have read. • Read aloud a familiar selection of poetry with attention to the balance of meaning and meter.

Teacher Note(s):
An excellent example of Latin used aloud is the Elvis in Latin tapes and CD's available commercially from professional suppliers. (See Resources in Appendix for additional suggestions.)

Teachers may encourage students to practice meter by having them tap their feet or snap their fingers.

Opportunities for sight reading are available at contests through the Junior Classical League (JCL).

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 1.2.10 Use more complex spoken and written Latin. **Explicatio:** *Neither oral use of language nor composition is an end to itself, rather both are means to facilitate reading comprehension. At this level, students can be challenged to interact with each other, with the teacher assuming more the role of facilitator.*	• Participate in a Roman wedding ceremony. • Use spoken Latin in class for everyday conversation. • Given parts of a sentence, reassemble them correctly to make sense. • Write a letter to a famous Roman.

Teacher Note(s):
A specific activity dealing with jumbled sentences follows: Teachers may ask one half of the class to begin a sentence with a condition (contrary-to-fact, future more/less vivid, etc.); the other half of the class would complete it. Following the completion, the two parts of the sentences would be jumbled and picked at random to read. Students would then reassemble them correctly so that verb tenses and vocabulary make sense. Teachers would want to address why some reassembled sentences would not be correct.

Small group exchange is very useful as students interact in the language, especially as they assume more active roles in teaching and learning.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 1.2.11 Write passages in Latin. **Explicatio:** *Writing Latin is not an end in itself, but rather a means to reading comprehension. Writing in Latin is seen as one technique in which students at this level can assimilate all that they have learned and use it to reinforce and review.*	• Write sections of a story in Latin in partnership with students in other classes or schools. • Retell a myth in skit format. Role play or have the characters use monologues. • Write poems and speeches in Latin style. • Write a well-known fairy tale in Latin. Illustrate it and present it to an elementary class. • Write in Latin another labor of Hercules or another adventure of a hero. • Rewrite the ending of a story (e.g., What if Aeneas had stayed with Dido?)

Teacher Note(s):
The Latin teacher can plan with the English teacher (or those in other disciplines) to coordinate parallel written assignments focusing on similar requirements such as figures of speech or types of writing.

When available, the use of e-mail can facilitate exchanges between students.

GOAL 1: COMMUNICATION: Understand written Latin

CONTENT STANDARD 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 1.2.12 Interpret, make inferences, and analyze passages orally and in writing. **Explicatio:** *The ability to infer specifics of grammar and predict uses of grammatical structures greatly enhances and increases what students are able to use actively in both their reading and writing. Students use higher order thinking skills in order to fully examine and analyze characters in the passages they read.*	• Transform tense, voice, or other elements in a familiar passage. • Complete a graphic organizer in Latin in which you compare and contrast two aspects of Dido as the *dux femina facta* and the suffering sister as she pours out her heart to Anna. • Discuss reasons for author's particular choice of word or grammatical construction. • Write short description of a character in a literary selection and create a visual representation. • Write in Latin a different ending to a literary selection and analyze the effect of the two endings. • Listen to a familiar Latin poem and in English answer short questions on mood and tone.

Teacher Note(s):
Forum Romanum, a series of tapes of news broadcasts in Latin, gives students the opportunity to interpret and analyze news from selected periods of Roman history.

Transformation exercises not only demonstrate the students' grammatical competence, but also lead to higher proficiency in reading and provide opportunities for discussion of style.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 2.1.1 Identify major historical and political figures and forms of Roman government and comprehend their significance in Roman history. **Explicatio:** *To have basic understanding of the people and perspectives of Rome, students must go beyond the mere identification of political and historical figures. They must also understand how they impacted on Roman history. This interrelationship creates a new way of thinking.*	• Place representations (pictures, busts) of historical features in chronological order. • Give a first person narrative of introduction for a major historical figure in English. • Write an obituary or deliver a eulogy for a major historical figure in English. • Create a list of practices within each governmental period. Using the list, match practices to periods. • Research a major historical/political figure. Create a costume and dress as the person. Present your product and your findings to the class. • Ascribe a proper placement within the Roman world of practices, events, or people.

Teacher Note(s):
At the beginning level all activities and assessments are accomplished in English.

This objective can be expanded to help students establish connections with contemporary history and institutions as stated in goal 3.

Students should be able to comprehend the historical and political figures' significance in history, as well as their achievements.

The Roman governmental periods to be addressed should include, but are not limited to the Monarchy, Republic, and Empire.

There are many additional ways to use lists beyond the one listed above. Some other possibilities include: matching words with pictures, choosing incorrect selection, and categorizing according to criteria.

Students should be encouraged to access sources through computer-generated means (see list of web sites and resources at the end of document).

Methods of presentation may include: mime, videos, posters, songs, paintings, technology as well as the more traditional reports.

Proper placement can be achieved through physical placement as well as use of sequence charts, etc.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 2.1.2 Identify the basic features of Roman daily life and comprehend their significance. **Explicatio:** *Basic features of Roman life include, but are not limited to family life, holidays and festivals, forms of entertainment, and educational practices. By understanding the perspectives behind the practices students develop a deeper understanding of Greco-Roman culture.*	• With the class divided in three groups - plebeians, equestrians, optimates, explain your role within the assigned group. • As a member of the *familia*, write a letter to a friend discussing a day's events. • Role play slave and *domina*, client and *patronus*. • Create/illustrate a calendar including chosen events (e.g., Ides of March, *Saturnalia*). • Role play parent and child with the parent explaining holiday, festival, entertainment to a child about to experience it for the first time. • In a journal, enter your experience as a participant in activities during a holiday, festival, or entertainment. • Take part in a conversation between Marcus (ancient Roman) and Mark (present day student) on assigned topics or extemporaneously. • Describe your role as a *pedagogus*.

Teacher Note(s):
At the beginning level all activities and assessments are accomplished in English.

Students should comprehend the significance of features of Roman life studied in the context of social organization.

The lay out of Roman house and functions of the rooms is appropriate to this objective and can be integrated with 2.2.3.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 2.1.3 Identify the physical and geographical features of Rome, her empire, and their role in history and culture. **Explicatio:** *The focus of this objective two-fold: a) identification and location of major sites and features and b) their significance in history and culture.*	• Place cut-outs of provinces on map of Empire. • Write a letter to Rome detailing problems in your province. • Choose an itinerary; as a legionnaire, write in a diary about things seen on travels. • Show the evolution of the Roman *Forum* and identify its major structures through a representation. • Participate in a "Where am I?" interaction and discover pre-assigned location by asking questions to others.

Teacher Note(s):
At the beginning level all activities and assessments are accomplished in English.

Features of Rome should include but are not limited to the Tiber, the *Campus Martius*, the Seven Hills, the Roman *Forum*.

The readings in your own text may suggest the provinces on which you will want to focus.

Representations can take many forms: models, computer-generated products, relief structures, transparencies, etc.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 2.1.4 Expand knowledge of major historical and political figures and forms of Roman government, and relate them to their historical setting. **Explicatio:** *The focus of this objective has been narrowed from the broader Roman history to the more specific historical setting.*	• Participate in a role play of two or more Romans discussing a historical figure. • Present a first person narrative detailing thing(s) a political or historical figure might have done differently. • In a diary, write as a government employee. • Write a letter to the editor venting or praising a special issue in the government.

Teacher Note(s):
Sample activities and assessments are to be accomplished in English; however, these activities present an ideal opportunity to introduce Latin vocabulary related to these topics.

Students should be familiar with such cultural concepts as *Cursus Honorum*, *Senatus*, *Comitia Centuriata*, and *Comitia Tributa*, historical figures and political structures of the Monarchy, Republic, and Empire in order to understand the material they read.

The letter to the editor offers a natural way to incorporate technology.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 2.1.5 Expand knowledge of Roman daily life and its relationship to Roman societal practices. **Explicatio:** *This objective focuses more on the practices. However, at times, products and practices are so closely related that one cannot be done without the other. Perspectives influence both the products and the practices.*	• Role play a Roman and explain the significance of a holiday, festival, and/or form of entertainment to a foreigner/visitor. • In Latin, write a journal entry by a member of the *familia.* • In Latin, write a journal entry detailing a participant's activities during holiday, festival, or entertainment. • Role play consul or emperor and create a new holiday/festival - include reasons and activities. • Take part in a conversation between Marcus (ancient Roman) and Mark (present day student) on more involved issues of daily life - topics can be assigned or extemporaneous. • Choose a specific topic from Roman daily life (e.g., games) and display its relationship to Roman society on a graphic organizer. • Design cards for holidays and festivals in Latin.

Teacher Note(s):
Unless otherwise specified activities and assessments are accomplished in English.

The movie *A Funny Thing Happened on the Way to the Forum* is especially helpful with this objective.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 2.1.6 Expand knowledge of the physical and geographical features of the Roman world and their impact on Roman military and economic expansion. **Explicatio:** *The focus of this objective involves: a) additional knowledge about the physical and geographical features; and b) the effect of these features on Roman military and economic expansion.*	• As a military leader, plan an expedition, detailing the itinerary. • As a city planner in Rome during the Republic/Empire present your plans for improvements. • As a Roman soldier discuss (or write) about your post in a province - natives, inconveniences, problems, influence of Rome, etc. • As a merchant explain your business associations with the provinces. • Using a word bank of Latin names of cities, provinces, etc., match the words with the places on the map. • Complain to Rome about the need for public assistance.

Teacher Note(s):
Sample activities and assessments are to be accomplished English; however, these activities present an ideal opportunity to introduce Latin vocabulary related to these topics.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced	
2.1.7 Analyze authentic materials and original texts and determine the significance of major historical and political figures and forms of Roman government found therein. **Explicatio:** *The focus of this objective has changed: a) the primary emphasis in on reading original texts; b) the secondary emphasis of equal importance is the understanding of historical and political figures and the forms of Roman government reflected in these texts; c) the third area of focus deals with the relationship between the works, as well as their cause and effect; and finally d) the propaganda role held by literature in the Roman culture needs to be explored.*	• Write an epitaph in Latin about a historical figure. • Participate in a radio/TV broadcast, with a historical figure as moderator or person interviewed, include direct quotes from authentic materials and/or original texts. • Participate in a debate between figures with similar goals/experiences, including direct quotes from authentic materials and/or original texts. • Write an original poem which glorifies an authority figure and/or an institution and offer your explanation. • Read an original text and analyze the opinions reflected in the text and debate their significance within the historical setting. • Reorder (as in a timeline) the events of the *Aeneid.*

Teacher Note(s):
Caesar, Cicero, and Vergil are suggested authors whose works will furnish background for this objective.

The *Aeneid* is especially suited for this objective. In order to understand the *Aeneid* as propaganda, students can write their poem glorifying a person and or institutions, just as Vergil did in his epic. Analysis can follow as students evaluate what motivated them to write and how sincere their remarks in the poem were.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 2.1.8 Analyze the significance of the practices and perspectives of the Roman people in their daily life as reflected in authentic materials and original texts. **Explicatio:** *At the advanced level, students gain insight into the practices and perspectives of the Romans by reading and analyzing authentic materials and original texts.*	• Compare Roman graffiti to modern graffiti. • Change an original speech or letter in Latin into English modern vernacular. • In Latin, write an epigram about daily life. • Participate in a discussion with Marcus (ancient Roman) and Mark (modern day student) about topics such as law, philosophy and include direct quotes. • Write an essay in English about the life of a slave citing authentic and original sources.

Teacher Note(s):
The works of Cicero, Caesar and Pliny with their speeches and letters are useful texts which can be adapted into modern vernacular.

Martial's works provide a good model of epigrams. The activity dealing with writing an epigram can be expanded to reinforce objective 1.1.12. which seeks to recognize a specific author's stylistic features.

The comedies of Plautus and Terence are rich mines of information on daily life.

For advanced students, topics addressing daily life can be expanded to include law and philosophy.

Essays can also be written from different points of view (e.g., authors, gladiators, physicians).

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 2.1.9 Read authentic materials and original texts and evaluate the influence of the physical and geographical features of the Roman world on military and economic expansion. **Explicatio:** *The authentic materials and original texts form the basis for evaluation.*	• Compare descriptions of Rome and/or part of her empire by various authors. • Compare Alexander's Empire with Augustus' and Constantine's, geographically. • Compare the Column of Trajan, the Column of Marcus Aurelius, the Arch of Septimius Severus, the Arch of Titus, and the Arch of Constantine for details about their military victories. • Rebuild part of the city after a fire has destroyed a quadrant in Rome or provincial city. • Chart the contributions that the various provinces made to Rome.

Teacher Note(s):
The sample activities and assessments listed above are conducted in English.

Some suggestions for comparing and contrasting include the use of graphic organizers, essays, charts, maps and overlays, etc.

Contributions made by the provinces also encompass military products, important writers, birthplaces of important writers and leaders, writers, military and political leaders.

Some authors who provide descriptions of Rome and its provinces are Livy, Caesar, and Pliny.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 2.2.1 Recognize major architectural features, engineering products, and art forms of the Greeks and Romans, as representations of their cultural perspectives. **Explicatio:** *The engineering and architectural feats of the Greeks and Romans reflect societies concerned with beauty and pragmatism. Students should, therefore, know what these contributions are and understand how they reflect the cultures.*	• Identify the orders of columns from pictures. • Viewing pictures, identify the most notable structures of ancient civilizations. • Imagining a "dream house" in ancient Rome, draw a floor plan or create a model. Label the rooms in Latin and English. • Create a commemorative monument for a victorious Roman or Greek military leader or an outstanding political leader and explain the reasons for your design. • Go on a scavenger hunt to discover the function and identify the location of various architectural structures from a list.

Teacher Note(s):
Resources for a scavenger hunt can include computer resources (e.g., CD-ROMS, Internet, web pages, software programs) maps, travel books, photographs, textbooks and reference books, etc. Students can build on this activity and present their findings in a variety of ways.

The commemorative monument activity can be expanded to include a commemorative monument to a modern leader and can be followed by comparing and contrasting both products.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 2.2.2 Identify major writers and their works, as reflections of their historical settings. **Explicatio:** *Since writers are influenced by their times, students should see correlations between historical events and authors' works. This is a two-step process: a) first recognize and identify major writers; and b) connect them to the historical setting. The connections may be simple and elementary at the beginning level.*	• Create a timeline of major authors including their respective works and major historical events. • Match author and title to historical period. • Develop a game that matches writers with specific works and major historical events. • Use the game of "Jeopardy" or "Concentration" to match a ruler with a major historical event or a writer with a specific work.

Teacher Note(s):
Activities and assessments may incorporate the use of technology and manipulatives in addition to the traditional method of translation.

Vergil, Caesar, Cicero and Ovid are major authors for beginning level students.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 2.2.3 Identify food, clothing, and artifacts to form generalizations and make inferences about daily life and customs. **Explicatio:** *At the beginning level, students should understand the basic elements of ancient civilization and how these elements represent the Greco-Roman world.*	• Viewing pictures, identify the main types of men's and women's clothing and explain who would wear them. • Plan a banquet--complete with information about guests, food, entertainment, and the year given and explain the basis for these choices. • Share ancient recipes with classmates. • Create paper dolls representing different segment of society with appropriate clothing and accessories and explain your choices of clothing. • Make a collage of instruments and tools in use today, and compare them to some ancient counterparts. • Given authentic Roman recipes, infer to which Roman social groups each dish would have been appropriate.

Teacher Note(s):
Class time may be devoted to student presentations. Research may be conducted independently.

Whether a class actually prepares and enjoys the recipes is the teacher's decision.

Some sources for recipes include the ancient author Apicius. Additional books on food can be found in the Appendix.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 2.2.4 Identify the principal Greek and/or Roman deities and mythological heroes and the stories associated with them, as reflections of Roman values. **Explicatio:** *The study of mythology promotes a more integrated approach to the teaching of Latin. Therefore, students must have a basic knowledge of deities and heroes upon which to build.*	• Match deities with characteristics represented in pictures. • Create a costume of a specific deity or hero and present it to the class. • Compare deities and heroes to the job that would most suit them today. • Using the letters of a deity's name, create a picture that portrays this figure. • Role play a deity giving information about him/her, his/her activities, etc.

Teacher Note(s):
Mythology is a means for varying instructional techniques to appeal to different learning styles.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 2.2.5 Recognize specific examples of Greek and Roman architecture and art forms, engineering and urban and camp design, as representations of cultures and of historical events. **Explicatio:** *Simple recognition of art and architecture as expressive forms is vital to the understanding of the Greco-Roman world.*	• Identify the purpose of items found in archeological digs. • Create/draw a city plan or a camp plan. • As an ancient engineer or architect, design a structure. Include its purpose, materials to be used, etc. • Take a picture (or find magazine pictures) of modern structures that are similar (in construction, design, and purpose) to ancient buildings.

Teacher Note(s):
Activities and assessments can encourage both independent and cooperative learning.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 2.2.6 Form generalizations about major writers and their works, based on readings of original and/or adapted literary texts. **Explicatio:** *The reading of Latin gives students an opportunity to relate the language to the people. It allows them to form their own opinions about an individual.*	• Translate material about and/or by specific authors. • Write an essay on the purpose of a specific author's work (e.g., nationalism, lyricism). • Read an historical novel and complete projects: dress up as a character, summarize the novel, create food or artifacts discussed in the novel. • Using the style of a specific author, write a letter or a poem (in English or Latin). • Take an excerpt of a translation and change its purpose (e.g., from nationalistic to lyric).

Teacher Note(s):
Suggested historical novels include those written by Steven Saylor, Lindsey Davis, Mary Renault, etc.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 2.2.7 Apply knowledge of food, clothing, and artifacts to form generalizations and make inferences about daily life and customs. **Explicatio:** *The vestiges of the Greco-Roman world provide evidence of a civilization to which students can compare and contrast their own civilization. Students can formulate accurate responses to questions raised about the ancient world by studying these remnants.*	• Research food, artifacts, etc. by investigating archaeological evidence. • Read adapted passages and answer accompanying questions. • Create a scavenger hunt from helpful information in the textbook. • Take one moment in time, and write about an event or dramatize that event. • Adapt an ancient recipe using modern ingredients. • Viewing pictures of artifacts, identify their uses and how they reflect certain attitudes or daily routines.

Teacher Note(s):
Sometimes it is appropriate for students to read, but not write the translation, for a Latin passage and answer questions that pertain to the written material.

The Kelsey Museum, University of Michigan, has a "traveling suitcase" of archaeology which is available upon request.

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 2.2.8 Demonstrate a more extensive knowledge of Greco-Roman mythology and legends gained from the Latin texts, to form generalizations and make inferences about the values and attitudes of Roman cultures. **Explicatio:** *Understanding the anthropomorphic nature of deities and how myths reflect the philosophies of an epoch helps students make connections between the Romans and their products.*	• Translate passages about myths. • Read a Latin passage and answer questions about this passage. • Writing an essay, compare two myths that reflect similar ideas. • Research and discuss the significance of holidays. • Choose a mythological character and debate an important issue of ancient times. • Write a modern myth.
Teacher Note(s):	

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 2.2.9 Compare, contrast, and evaluate Greek and Roman architecture and art forms, and their relationship to changes in major political, social, and religious perspectives. **Explicatio:** *Art forms are physical manifestations of the attitudes of the Greco-Roman world. They present perspectives that can be explored critically and comparatively.*	• Create works of art, and identify them as characteristics of Greeks or Romans. • Use timelines to compare rulers and works or art. • Compare and contrast Greek and Roman art by investigating specific examples of each.
Teacher Note(s):	

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 2.2.10 Recognize and form generalizations about major and minor writers, their works, and their relationships to one another, based on readings of authentic materials and original texts. **Explicatio:** *Studying Latin literature as a reflection of a society prevents the problem of isolating the language itself. Reading original and authentic Latin literature enhances the understanding of language and literary form as reflections of a culture.*	• Compare and contrast major authors and their styles through class presentations. • Translate the works of major authors. • Research a significant author and summarize the research in a report. • As a literary critic, write an article that critiques a particular work. • "Modernize" authors by placing them on the best-seller list, determining in which magazines their works may have appeared, ascertaining what television talk show they would be a guest on. • In a mock interview with an author, reveal germane aspects of his works, life, etc. • Given three to five Latin selections that are not identified by authors, choose the two that are by the same author and justify your choice.
Teacher Note(s):	

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 2.2.11 Expand knowledge of food, clothing, and artifacts to make inferences and draw conclusions about daily life and customs and make correlations with literary texts and authentic materials. **Explicatio:** *Reading authentic materials is crucial to gaining a "first-hand" account of a bygone civilization that has left traces which still impact the world today.*	• Read authentic materials about various customs, and answer questions that pertain to the passages. • Read excerpts from authors and draw conclusions in an essay. • As a character from an excerpt, write a diary. Use the same writing style as the original author. • Modernize a character by placing him/her in a realistic, modern-day situation. • Write an epitaph in Latin for a major historical figure.
Teacher Note(s):	

GOAL 2: CULTURE: Gain knowledge and understanding of Greco-Roman culture

CONTENT STANDARD 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 2.2.12 Expand knowledge of Greco-Roman mythology and legends to make inferences and draw conclusions about the roles of myths in Roman culture, based on authentic materials and original texts. **Explicatio:** *Mythology combines the many facets of Latin and, therefore, helps integrate the curriculum.*	• Read authentic materials and original texts and determine the purpose for the creation of each. • Viewing pictures that relate to a passage, explain the actions as determined from a passage. • Write an essay on the purpose of a myth. • Create a modern version of a myth. • Based on translation, sequence events based on pictures.

Teacher Note(s):
Materials can be presented trough technological means.

Peer evaluation helps students become responsible learners and encourages them to develop monitoring skills.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 3.1.1 Recognize common Latin and Greek roots and prefixes/suffixes and identify their role in the development of English vocabulary. **Explicatio:** *The ability to recognize Latin and Greek roots, prefixes and suffixes and their meanings in English words is a most valuable benefit gained as a result of studying Latin. It involves a three-step process: a) recognize prefixes/suffixes, roots and their meanings; b) understand how they change the meaning of words; and c) identify and comprehend the changes in meanings of words through time.*	• From a list of Latin words and a list of English words, identify the English word derived from the Latin word. • Given a list of Latin nouns ending in *-tia, -tium, -tius, -cia, -cium*, give the English word (e.g., *absentia* = absence). • Given an English sentence containing an English word derived from a Latin/Greek word, or containing a Latin/Greek prefix/suffix pick the appropriate meaning of the English word. • As a project, write a story, poem, or play utilizing sophisticated English words derived from Latin/Greek words, prefixes, suffixes. • Create a timeline or a tree diagram tracing the development of meanings of English words derived from Latin. • Given a principal part of a Latin verb, list as many derivatives as possible.

Teacher Note(s):
Word puzzles (crosswords, acrostic, seek and find) are useful practice tools here.

When possible, teachers may want to interject study of Greek roots. For example, when studying the Latin word for foot, note how "ped" is a Latin root meaning "foot", while "ped" is a Greek root meaning "child".

Teachers may need to supply vocabulary words. Students would select and trace the meaning of one word. Access to an unabridged dictionary (e.g., *Partridge*) is needed for this activity.

When tracing origin of words, students should be encouraged to use technology as an aid to research.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 3.1.2 Recognize the importance of Latin and Greek in the specialized vocabulary of other disciplines. **Explicatio:** *Concrete examples of how Latin is still alive today greatly increase student interest in the study of Latin and also help clarify the benefits of studying Latin.*	• Prepare a scrapbook/booklet identifying Latin/Greek roots, phrases, and abbreviations of various fields (e.g., literature, science, art, music, mathematics, medicine, law). • Prepare a visual (e.g., mobile or chart) containing Latin/Greek roots, phrases, and abbreviations which are used in the specialized vocabulary of other disciplines. • Match Latin/Greek words, phrases, and abbreviations with a picture or definition of the word as it is used in a specialized vocabulary.

Teacher Note(s):
When possible and applicable identify from the vocabulary lists of the text loan words and identify the field in which they are used.

Latin/Greek words, phrases, and abbreviations which are used in the specialized vocabulary of other disciplines could be included on a weekly basis as an extra credit learning activity which would be utilized on quizzes and other assessment activities.

The American Classical League (ACL) has much valuable information to assist in the teaching of this objective.

All the above activities and assessments are excellent cooperative learning projects.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 3.1.3 Recognize and comprehend the use of explicit allusions to mythology and history in literature and other disciplines. **Explicatio:** *This objective has a dual purpose. First students need to recognize that allusions exist. Then, they can focus on understanding the specific allusions to Greek and Roman sources.*	• Prepare a booklet focusing on a specific deity/character/monster, and list expressions, English words, ideas/associations (e.g., as wise as an owl) which are derived from and associated with the deity/character. • Given an expression, word, or concept associated with or derived from a classical deity/character/monster, identify the character in classical mythology from which the expression or word is derived or to whom the expression refers. • Create a visual containing various expressions, words, ideas all of which are derived from characters in classical mythology. • Prepare a booklet containing specific allusions to mythology and history found in literature, identifying and explaining the allusion. • Read an English poem and identify mythological allusions (e.g., "The Raven"). • Given a visual, identify the origin of the allusion.

Teacher Note(s):
The English/Language Arts and the Arts curricula are especially well-suited for curriculum integration in this objective.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 3.1.4 Determine meaning of English vocabulary through analysis of its Latin and Greek parts (root, prefix, suffix) and of its historical development. **Explicatio:** *The emphasis of this objective is on the students' ability to increase their own vocabulary through association, analysis, and application of roots, prefixes, and suffixes. Proficiency in this objective will enhance performance on college entrance exams (e.g., SAT, ACT).*	• Compose a collage of English words related to a Latin root word. • Separate words into their different parts. • Given a series of English words derived from the same Latin/Greek root word, complete definitions of the English words, and identify all vocabulary forms of the Latin root word. If a spelling change has occurred as the Latin/Greek root "came" into English, explain the change (e.g., predate, predator, predatory all come from *praed-*). • Given principal parts of a Latin verb, list and compare the derivatives. • Look up a word and trace its development throughout history. • Trace the development throughout history of a specialized vocabulary word in area of interest and present with accompanying visuals. • Rewrite a familiar story, passage, proverb, saying, or motto using as many previously analyzed words as possible.

Teacher Note(s):
Students may use dictionaries if needed. The *American Heritage Dictionary* is an excellent resource to look up the historical development of words

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 3.1.5 Apply knowledge of common Latin and Greek roots and prefixes/suffixes in specialized vocabulary of various fields. **Explicatio:** *Students must continue to develop a progressive understanding of how words and phrases are used in specialized contexts.*	• Select a field and research terms and expressions specific to that field and identify common roots. • In large or small group, brainstorm words and phrases related to several different fields. Organize the words and phrases according to their field. • Go to an arboretum, plant nursery, or other store, make a list of Latin names of plants and explain possible meanings of Latin names. • Create a dialog using as many terms as possible from a selected field. Perform as a role play.
Teacher Note(s): This objective presents an ideal opportunity to integrate with Allied Health, English/Language Arts, Government, Criminal Justice, Horticulture, Sciences, and Cultural Arts.	

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GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 3.1.6 Recognize and comprehend the use of explicit and implicit allusions to mythology and history in literature and other disciplines. **Explicatio:** *At the intermediate level, students should be able to recognize and understand implied allusions (e.g., He has the weight of the world on his shoulder) as well as explicit allusions which are directly stated.*	• Using a graphic organizer, compare the story line, characters, themes, etc. of a modern film, story, or song with an equivalent classical myth. • Read a newspaper and identify reference to mythology and the Greco-Roman world. • Explain the connection of proper names to mythology and ancient history. • Visually represent the allusions in which the mythological or historical character is not named.

Teacher Note(s):
The viewing of *The Natural* coupled with reading *Perseus, Jason, Theseus, and Bellerophone* are suggestions for helping students compare a modern and a classical version.

The activities and assessments listed above are applicable to history as well.

The arts are well-suited for inclusion with this objective.

Teachers may need to provide specific allusions at first but students would be expected to provide their own after awhile.

Proper names can include those of the students or those found in works of literature, names of companies, historical characters, etc. The *Dictionary of Cultural Literacy* is useful in tracing the origin of names.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman World Both to Their Own Language(s) and Culture(s) and Also to Other Disciplines

CONTENT STANDARD 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 3.1.7 Draw conclusions about the development of English vocabulary derived from Greek and Latin. **Explicatio:** *Now that students can recognize and analyze words and their parts, they should begin to distinguish shades of meanings among similar words and in different uses of the same word. They should also make the connection between the various meanings and the historical development of these words.*	• Given a list of words with various linguistic background, examine the words and their roots and come to conclusion about the origin of the words. Justify answers. • Given a list of Latin words and English descendants, explain how the words evolved and draw conclusions about the patterns of evolution of certain words. • Research the etymology of English words derived from Latin through a Romance language and create a flow chart or other visual representation to show their development. • Research the historical reasons for the development of multiple words for the same object, concept, or phenomenon (e.g., pig/pork/swine, fall/autumn, sacred/holy).
Teacher Note(s): This objective presents an excellent opportunity to collaborate with foreign language teachers. Teachers may arrange exchanges in which students present to other foreign language classes. Teachers may need to supply specific words for students' research. They may need to model as well as take into account the students' interests and the resources available at each school. Teachers may target lists of words frequently used on the SAT. *Baron's Book* and the *Princeton Review* will be especially useful with this objective.	

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 3.1.8 Determine the different technical meanings of specialized vocabulary in the context of other disciplines. **Explicatio:** *At the advanced level, the focus changes from specialized vocabulary (e.g., technical terms) to the realization that the same word may have radically different meanings in different disciplines (e.g., prelude in music and prelude in history).*	• Given a technical passage in another discipline, use knowledge of Latin vocabulary, roots, and derivations to derive meanings from underlined words within the passage. • Read a passage from a Romance language to see how much is comprehensible. Explain words and phrases which facilitated comprehension. • Given a technical or a literary passage, rewrite it to be understood by a lay person. • Research specialized meanings of one term (e.g., *corpus* in literature and medicine) as it is used in multiple disciplines. Present research findings using appropriate visuals. • Write a modern version of a myth.

Teacher Note(s):
This is an excellent opportunity to engage in student exchange with other classes (Foreign Languages, Music, Allied Health, etc.) to share presentations.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 3.1.9 Analyze and evaluate the effectiveness of implicit and explicit allusions to mythology and history in literature and other disciplines. **Explicatio:** *This objective requires the high order thinking needed to judge the effectiveness of the allusions. The students make a personal connection to the work as they analyze and judge the effects of the allusions. Students who are proficient in this objective should be able to use allusions in their own work in art, essays, music, dance, etc.*	• Compare a modern and a classical work of art which depict or allude to the same mythological or historical characters or events. Analyze the impact of each on its audience. • Explain how historical and mythological allusions can enhance a passage. Support with specific textual evidence. • Given a well-known story or literature selection containing historical and/or mythological references, identify the references, replace them with references to the present world and analyze the effectiveness of the passage.

Teacher Note(s):
Students can identify themselves some passages from literature which are rich in historical and mythological references or teachers may supply the passages.

The Internet and some CD-ROMS are excellent resources for locating various works of art.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning	
3.2.1 Recognize that specific Latin vocabulary and structures are a reflection of the uniqueness of the language.	• Translate simple assigned English sentences into Latin, using Latin word order. • Display the possible English translations for a Latin word on a web and discuss how context influences the choice of translation.
Explicatio: *This objective addresses the different ways in which English and Latin assign meanings to vocabulary words. It also leads students to discover that many Latin words and structures have no single English equivalent. Such a study gives students a more sophisticated awareness of language, as well as an enhanced vocabulary in both tongues.*	• Report on English derivatives of Latin vocabulary words, and explain how their English meanings differ from that of their Latin ancestor. • Identify Latin words in a reading passage that share a common root and consider what those words have in common. • Create a collage or other visual representation of the multiple meanings of important Latin words.

Teacher Note(s):
Teachers may need to select special words which are unique or which have multiple meanings (e.g., *taberna:* store, shop, inn, bar, tavern, pub and *auctor:* creator, writer, artist, author, responsible person).

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 3.2.2 Gain awareness of the ways in which the ancients thought and acted.	• Keep a journal of reactions to readings from Latin works in translations. • Write an analysis of a passage read in Latin and what it reveals about its writer's beliefs.
Explicatio: *The Romans had conceptions about nature, society, and human beings that often differ from our own, and they consequently acted in ways we may not. Their own writings preserve indications of what their assumptions were and why they acted as they did.*	• Discuss some practices of ancient society that are similar to our own, and some that are different. • Research a particular aspect of Roman culture (e.g., food, clothing, housing) and report using appropriate visuals.

Teacher Note(s):
Discussions of Roman politics, education, family, religion, and similar topics can arise from assigned reading passages. Encourage students to look at Roman life without modern preconceptions.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 3.2.3 Gain awareness of the influence of Latin and Greco-Roman culture on the development of Western values. **Explicatio:** *The historical influence of the Greco-Roman civilization on the world in which we live has been profound, and has shaped many of our institutions and ways of thinking.*	• Compare Latin words for virtues with comparable English terms and consider their similarities. Relate to character education concepts. • Compose fictional letters of advice from a Roman parent to a child preparing to leave home. • Create charts comparing Roman and U.S. political systems.

Teacher Note(s):
Among a culturally diverse student body it is especially important to avoid suggesting that everything positive and nothing negative in our values derives from the Greeks and Romans: the truth is far more complex and interesting.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 3.2.4 Recognize the unique structures and vocabulary of the Latin language based on readings of adapted and original texts. **Explicatio:** *Students gain insight when reading a work in Latin that is impossible to attain when reading it in translation, because of differences in vocabulary and of syntax between the two languages.*	• Translate complex English sentences into Latin using Latin word order. • Explain why the choice of words and their arrangement in a given passage is rhetorically effective. • Read a passage aloud in a way that reflects the effectiveness of word choice and arrangement. • Create a chart of Latin and English verb tenses comparing and contrasting verb tense, person, and number. • Create a cartoon with caption to show specific syntactic features (e.g., uses of the ablative: *in* with the ablative versus *in* with the accusative; or on-going action versus completed action).

Teacher Note(s):
It will be helpful to call students' attention to examples of unusual word order and unusual diction, and then to encourage them to consider the effect of the writer's choices.

Cartoons can be used as assessment tools for demonstrating student proficiency at many different objectives.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 3.2.5 Understand the ways in which the ancients thought and acted, based on readings of adapted and original texts. **Explicatio:** *As students are able to read longer and more complex passages in Latin, they can also gain more insight into ancient ways of thinking and acting. Students can recognize that Roman beliefs about the world affected their actions and societal practices. They can begin to see Roman life through the eyes of individuals who have left us their written observations.*	• Write a description of a day's activities in the role of a character in a Latin text and present as a role play. • Identify shared assumptions or beliefs evident in two or more passages. • Relate Roman beliefs, as shown in reading passages, to cultural practices. • Engage in a debate about a Roman cultural topic from the perspective of two Romans or one Roman and one outsider. • Present a pantomime of an aspect of daily Roman life including information drawn from a reading selection.

Teacher Note(s):
Teachers may need to select the cultural aspects which are appropriate to this level.

Proficiency with this objective can be assessed through individual or group products.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 3.2.6 Expand awareness of the influence of Latin and Greco-Roman culture on the development of Western values, based on readings of adapted and original texts. **Explicatio:** *This objective expands upon the historical influence of the Greco-Roman civilization on the world in which we live by incorporating the Roman's own words in original and adapted forms.*	• Research and report on ancient religious, educational, or philosophical beliefs and practices described in selected readings. • Trace on a timeline an important theme through the writings of Romans from different historical periods. • Report on a twentieth-century writer who reflects values derived from the Greco-Roman world.
Teacher Note(s):	

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 3.2.7 Make inferences and draw conclusions about Latin as a unique means of communication, based on readings and analysis of original texts. **Explicatio:** *At an advanced level, students are able to analyze a writer's choices and word arrangement and to consider their effectiveness. Students become aware that no one English translation can convey everything that a passage suggests.*	• Compare and contrast several published translations of a Latin passage, and discuss their different strengths and weaknesses. • Using a reference dictionary, look up vocabulary from a reading passage. Try to decide whether this writer's usage is typical or unusual and draw conclusions about its effectiveness. • Compare and contrast two Latin passages that treat similar themes, and observe how each writer communicates his or her views about those themes.

Teacher Note(s):
Teachers need to pay careful attention to choices of vocabulary and to syntactic structures in Latin.

Assessment products which compare and contrast can take many forms such as essays, reports, graphic organizers, and oral presentations.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 3.2.8 Make inferences and draw conclusions about the ways in which the ancients thought and acted, based on readings of original Latin texts. **Explicatio:** *Students deepen their knowledge and understanding of the ancient world in a cumulative fashion--the more they know about beliefs and actions, the richer their readings of texts becomes. Their reading in turn increases their knowledge and understanding. The original and unadapted writings of the Romans preserve indications of what their assumptions were and why they acted as they did.*	• Use a visual display to show how two Roman writers reveal their outlooks on a given theme through their choice of vocabulary. • Create an imaginary explanation of some contemporary practices for a Roman audience. What underlying beliefs must be explained? • Research and report on some background information that increases understanding of a reading passage, considering topics such as education, politics, or philosophy.
Teacher Note(s): Visual displays can take many forms and may include graphic organizers, thinking maps, illustrations, etc.	

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 3.2.9 Make inferences and draw conclusions about the influence of Latin and Greco-Roman culture on the development of Western values, based on readings of original texts. **Explicatio:** *Through the reading of unadapted and original texts, advanced students are able to understand both the profound influence of Greco-Roman cultural practices on our own, and also the real and significant differences in our outlooks.*	• Analyze how specific Roman writers express their evaluation of persons and events they describe. Produce cartoons or caricatures. • Based on the reading of ancient letters, compose letters in the voices of different historical Romans, using formal conventions. Present orally. • Based on the reading of ancient forensic (legal) oratory, draw conclusions about the roles of evidence and of rhetoric in the ancient world. Compare those roles to contemporary U.S. practice. • Present a dramatization of a Roman oration in its original context and as it would be presented in a contemporary setting.

Teacher Note(s):

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 3.3.1 Identify similarities and differences in the elements of English and Latin. **Explicatio:** *Learning the linguistic elements of Latin has a positive impact on a student's ability to examine and better understand English and other languages.*	• Identify English structures (indirect object, prepositional phrase) used to translate the dative case. • Form new Latin and English words using prefixes; note similarities of spelling and meaning (e.g., *exporto*, exchange). • List examples of English and Latin words in which the assimilation of prefixes occurs. • Give reasons for the differences and similarities in the names and number of principal parts of English and Latin verbs. • Collect examples of similarities and differences in word order and inflection in English and Latin. • Discuss the similarities and differences between Latin and English alphabets. Present the findings in a chart. • Discuss regional terms for the plural form of *you* in English and compare with Latin equivalent.

Teacher Note(s):
From the beginning, students should become aware of the similarities and differences between Latin and English structures, word order, affixes, and alphabets. They should also begin to discover that elements in English to which they have given little attention (e.g., word endings) can take on much greater importance in another language.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 3.3.2 Identify similarities and differences in ancient and contemporary cultures. **Explicatio:** *As students study the products, practices, and people of the Greco-Roman world they begin to make comparisons with those of their own culture. In this way students can better understand their own culture as they explore another.*	• Collect in audio/and or video form modern political sound bites and compare them to Roman political graffiti. • Create a Venn diagram comparing and contrasting the Roman concept of *pietas* and the American concept of citizenship. • Identify and discuss similarities between Roman baths and modern health clubs. Create models or floor plans to accompany discussion. • Keep a pictorial journal of the Greco-Roman elements in architectural features of modern buildings. • Create visuals (charts, posters, models, etc.) to compare sports in the Roman world and sports today. • Create a Venn diagram comparing and contrasting major issues (e.g., the role of women, slavery) in ancient and contemporary cultures.

Teacher Note(s):
Teachers may need to direct students to or provide examples of Roman political graffiti.

A pictorial journal could include photographs, pictures from magazines, and/or drawings.

Local army recruiters welcome the opportunity to come speak to high school students and could be invited to address the modern army as compared to the Roman army.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 3.3.3 Gain awareness of the historical continuity of the Latin language and ancient civilization. **Explicatio:** *Both the Latin language and Greco-Roman culture have had a lasting impact on many languages and cultures, especially those of Europe and America.*	• Research an ancient Roman culture topic (e.g., school, food, housing, military life) and explain its impact or influence on a more recent time period. • Identify an aspect of Roman literature (e.g., character type, genre) and explore its impact or influence on one or more modern English works. • Create a timeline showing the spread of Latin throughout the Roman world. • Interpret through illustration a Latin phrase in common use today.

Teacher Note(s):
From the beginning, students should note examples of the influence of Latin and ancient civilization on historical and contemporary practices and products.

Teachers may need to provide much of the data for the creation of a Latin timeline.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 3.3.4 Develop understanding of the similarities and differences in the elements of English and Latin. **Explicatio:** *Students develop a deeper understanding of English as more complex linguistic elements are presented in Latin. They gain insights into the strategies English uses to communicate meaning. In addition, it should become clear that learning Latin is not only learning different vocabulary words but also acquiring a new set of concepts associated with words.*	• Form new Latin and English words using suffixes; note differences (quick, quickly; *celer, celeriter*). • Create a Venn diagram to compare and contrast the characteristics and uses of Latin and English infinitives. • Contrast various Latin forms and constructions which may be translated with the same English word(s) (e.g., infinitive, dative, prepositional phrases with *ad*, purpose clauses all translated by *to*). • Collect idiomatic expressions in English and Latin. Record in a journal, discuss findings, and illustrate several of the expressions. • Complete a flow chart to show the evolution of letters of the English alphabet that were not present in the Latin one (v to v, u; i to j, y). • Discuss the differences between the importance of word order and inflection in English and Latin. • Discuss similarities and differences in Latin and English poetry (e.g., versification based on syllable quantity versus accent).

Teacher Note(s):
Students can compare and contrast the two languages as different elements are presented--not all at once.

The number and complexity of Latin forms and construction will vary according to texts and order of material taught.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 3.3.5 Develop understanding of the similarities and differences in ancient and contemporary cultures. Explicatio: *As students continue to study Greco-Roman culture, they begin to develop the ability to examine and reflect upon their own. They also begin to make fewer assumptions about other cultures based solely on knowledge of their own.*	• Find examples of Latin and English poetry which follow similar metrical patterns. • Compare and contrast the importance of visual representation in ancient and modern communication (e.g., wall paintings vs. stained glass windows or billboards). • Compare the Roman system of patronage to various modern equivalents such as the welfare system, public and private support to arts organizations, and charities. • Create visuals (charts, posters, models, etc.) to compare the role of sports in the Roman world to the role of sports today. • Devise and present a role play between a Roman and his/her modern counterpart which portrays an aspect of their respective lives. • Compare and contrast a current legalistic event of local/national importance with a similar event in Roman times.

Teacher Note(s):
Many of the suggested activities and assessments listed in 3.3.2 may be taken to a higher level and used with 3.3.5.

The works of Cicero and Catiline are excellent resources for contrasting and comparing legalistic events.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 3.3.6 Explore the historical continuity of the Latin language and ancient civilization. **Explicatio:** *At the intermediate level, students develop a broader understanding of the continued, wide-ranging influence of Latin and Greco-Roman civilization. Students come to understand the historical and contemporary significance of Latin as it enriched the vocabulary of many languages and developed into separate Romance languages.*	• Identify several aspects of Roman literature (e.g., character type, genre) and explore the impacts or influences on two or more works from various cultures/time periods. • Research a cultural topic (e.g., school, food, housing, military life) and explain its impact or influences on several time periods. • Determine the merit of an ancient work (literature, architecture, art, etc.) based on its timeliness and timelessness. • Create a timeline showing the spread of Latin throughout the Roman world and its evolution into other languages. • Research the continued use of written and spoken Latin in specialized areas such as the church, law, medicine. • Relate a theme in Greco Roman mythology to its later day expression/or explanation through literature, art, music, science, etc.

Teacher Note(s):
Teachers may need to supply aspects of Roman literature, cultural topics, and/or works from various cultures/time periods.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 3.3.7 Draw conclusions and form inferences about how languages work. **Explicatio:** *At the advanced level, students can use their knowledge of Latin and English to form hypotheses and generalizations about how languages have developed and how they operate. This allows them to gain an awareness of the nature of language itself.*	• Research an historical event such as the Norman conquest of Great Britain and explain its influence on the development of the English language. • Compare formal and vernacular vocabulary in Latin by researching words in Romance languages (e.g., words for horse, woman). • Locate and analyze examples of the conciseness of Latin and the wordiness of English. • Apply your knowledge of Latin and hypothesize about the relationship among languages based on an awareness of cognates and similarity of idioms. • Research and compare, using a flow chart, the evolution of alphabets and writing systems in various languages. • Compare idiomatic expressions in English and Latin and hypothesize about their origins as reflections of culture. • Compare nuances of meanings of words and idioms in Latin and English.

Teacher Note(s):
Many activities will need to be carefully structured and limited by the teacher. For example, the teacher would create a list of words from which the student would choose to research vocabulary in Romance languages.

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 3.3.8 Draw conclusions and form inferences about ancient and contemporary cultures. **Explicatio:** *At the advanced level, students not only analyze their own culture more objectively but also develop the ability to hypothesize about cultural systems in general. They learn there are certain unifying principles governing culture despite some obvious differences. Through an on-going examination and comparison of Greco-Roman and contemporary products, practices, and people, students grow in their understanding of the concept of culture.*	• Draw conclusion about the ease or difficulty of employing particular metrical patterns in English and Latin poetry. • During a discussion, compare the themes and heroes of classical mythology with the themes and heroes of your own and other folklore and culture. • Use role play to compare the messages of those who spoke out against slavery in ancient and modern times. • Propose multi-cultural equivalents for such Roman cultural concepts as *pietas, gravitas, clementia, mos maiorum.*
Teacher Note(s): Teachers may need to provide students with specific examples of Latin and English poetry.	

GOAL 3: CONNECTIONS/COMPARISONS: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

CONTENT STANDARD 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 3.3.9 Draw conclusions and make inferences about the historical continuity of the Latin language and ancient civilization. **Explicatio:** *At the advanced level, students develop a deeper understanding of the continued, wide-ranging influence of Latin and Greco-Roman civilization. Students hypothesize about the reasons for Latin's endurance in modern languages and for its on-going use as a living, ceremonial language.*	• Draw conclusions about the effect of Latin on the native language based on the degree of Roman conquest in a region. Present to a group using appropriate visuals. • Collect examples of Latin expressions in common and specialized use and hypothesize about reasons for their endurance. • Create a timeline showing the deliberate imitation of classical models (architecture, literature, art) and infer the relationship to the social conditions/situations of the time.
Teacher Note(s):	

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 4.1.1 Share, exchange, and present information about own language experience to others in the school, community, and beyond. **Explicatio:** *Broadening the classroom experience can result in a variety of positive effects. This process begins with the simple interaction of Latin students with others about their language experience.*	• Prepare a poster about some aspect of your own language experience. • Participate in pen pal exchanges through e-mail or regular mail with students in other classes, states, or countries. • Prepare articles for dissemination to school paper. • Perform a skit or read a poem to a different audience (parent group, elementary students, outside organizations, etc.). • Write, illustrate, and present a story to students in an elementary school. • Visit other schools or classrooms to make presentations about the Latin program. • Participate in a seminar to share the influence of Latin.
Teacher Note(s):	

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 4.1.2 Investigate the influence of Latin on various professional fields. **Explicatio:** *Students develop an understanding of the link between Latin and professional fields. This objective involves an active inquiry and research resulting in actual data, anecdotes, and testimony.*	• Identify professions which are heavily influenced by Latin, explain your selections, and present them using the means of your choice. • Compose a questionnaire about the influence of Latin. Disseminate to professionals in selected fields and report on the collected data. • Interview professionals about the ways they were influenced by Latin and present information to others. • Participate in a round table discussion with a guest speaker, a lawyer, or a scientist, about the influence of Latin on their area of expertise. • Give examples of Latin words, phrases, and expressions in various professional fields. • Research the schools and colleges offering Latin study.
Teacher Note(s):	

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 4.1.3 Recognize Greco-Roman influence in own or neighboring communities. **Explicatio:** *This objective focuses on making students aware of the Greco-Roman influence in their immediate and surrounding communities. It adds relevance to the study of Latin by making the direct connection from the ancient to the modern world.*	• Identify examples of the influence of Latin and Greco-Roman civilization in the community (e.g., decorative arts, architecture, cuisine, products sold). • Make a list of Latin names and mottoes found in the community. • Recognize mythological references or symbols within the community. • Identify references to Latin and Greco-Roman civilization from a daily local newspaper. • Using pictures of buildings in the community, identify the architectural elements that originated with the Greco-Roman civilization.

Teacher Note(s):
References may include mottoes, company names, symbols (e.g., caduceus in doctor's office,) films, TV programs, etc.

If Greco-Roman influence is limited in the immediate geographical community, teachers may resort to televisions, movies, etc.

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 4.1.4 Share, exchange, and present information about Latin and the Greco-Roman world to others in the school and community. **Explicatio:** *At the intermediate level, students are not limited to sharing their own experiences instead they can share and exchange information about the broader context of Latin and the Greco-Roman world. Students need to have the opportunity to practice their acquired cross-cultural skills, knowledge and insight beyond the traditional borders provided by the classroom.*	• Participate in a language or in a multicultural fair. • Construct and post a web page on specific topic with e-mail address for feedback. • Collect and share with classmates and others examples of personal contacts and experience with the Greco-Roman culture (e.g., product labels, ads, news reports, newspaper articles) and include a personal comment or reaction. • Dramatize a familiar work and present it to an outside audience.

Teacher Note(s):
The choice of assessment depends on the availability of technology. Where it is available, integration of technology should be encouraged.

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

OBJECTIVE	**SAMPLE ACTIVITIES AND ASSESSMENTS**
Intermediate 4.1.5 Interact with community members who are involved in various professional fields to understand how they have used Latin. **Explicatio:** *Many students chose to study Latin because they have an interest in a specific professional field. This objective gives them the opportunity to further investigate their interest and to see how the study of Latin contributes to the specific profession. It allows other students to realize the far reaching impact of Latin into the world of work.*	• Conduct interviews of professionals and report findings in a chart format. • Brainstorm a list of possible ways in which professionals have used Latin. Interview or poll professionals and compare their responses to the original list. • Invite professionals representing different fields to speak to the class. Summarize the different ways in which they have used Latin in a poster format.
Teacher Note(s):	

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 4.1.6 Explore own or neighboring communities for Greco-Roman influence. **Explicatio:** *In this objective, students research, locate, and document actual influences on their immediate surroundings.*	• Using a Roman hero or myth, advertise a product or an event in the community and present it to the interested parties. • Participate in a field trip or other journey into the community and uncover Greco-Roman influences. • Develop a report in a brochure or video which depicts Greco-Roman influences in the community.
Teacher Note(s):	

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GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 4.1.7 Interact with community members to understand how they have been influenced by Latin and Roman civilization. **Explicatio:** *The study of Latin and Roman civilization helps students develop a broader understanding of cultures and helps them become better equipped to function in a multicultural world. At the same time, it gives students an opportunity to refine their language skills in English.*	• Participate in a career exploration or school-to-work project which incorporates a knowledge of Latin. • Develop a brochure or video with direct quotes from community members about the impact of Latin and Roman civilization on their own life. • Survey members of the community to discover how many have studied Latin and/or Greco-Roman civilization and what influence it had on their lives.

Teacher Note(s):

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 4.1.8 Research own and neighboring communities for Greco-Roman influences. **Explicatio:** *Understanding Greco-Roman culture and its influence in the community equips students with a basis for interpreting events of the modern world.*	• Research the use of Latin in advertising and marketing. • Research and report orally on the conclusions reached as to the influence of the Greco-Roman culture on some aspect of life in the community (e.g., language, architecture, political institutions, sports). • Produce a video/poster/pamphlet, etc. to illustrate the Greco-Roman influence in the community. Include such things as building structures, laws and government institutions, mottoes, mythological or historical references and present to prospective students and/or to parents, school boards, etc.
Teacher Note(s):	

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 4.1.9 Further exploration of Greco-Roman influences throughout the global community. **Explicatio:** *This objective broadens the investigation of Greco-Roman influences to include all cultures in all places.*	• Research the origins of geographical names throughout selected countries and discover their classical sources. • Research several languages to examine the Greco-Roman influence on those languages. • Develop a pamphlet to explain the benefits of Latin study. Share with administration, guidance counselors, parents and other students.
Teacher Note(s):	

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.2: Students show evidence of becoming life-long learners by applying knowledge of Latin and of ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 4.2.1 Use knowledge of Latin and of ancient civilizations in leisure activities for personal enrichment. **Explicatio:** *The underlying intention aside from the academic pursuit of Latin is for the students to actually use Latin in their daily life at the level of personal enjoyment and enrichment.*	• Keep a log or checklist of ways you have used Latin and classical cultures in leisure activities. • Solve word puzzles that contain Latin vocabulary or slogans. • Participate vicariously in game shows where knowledge of Latin and classical mythology is used. • View movies where themes in classical mythology have been used (e.g., *Pretty Woman* and *Pygmalion and Galatea*). • Engage in leisure reading where knowledge of Latin aids in the expansion of vocabulary. • Play games which test own knowledge of mythology (e.g., Greco).

Teacher Note(s):
These are a limited list of suggestions just to get started. At this level, students are generally more than willing to find support for what they are learning in the classroom.

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.2: Students show evidence of becoming life-long learners by applying knowledge of Latin and of ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Beginning 4.2.2 Explore topics of interest related to the Greco-Roman world for personal enrichment. **Explicatio:** *Students are able to use their own towns, environs, and beyond to further their interest in classical studies.*	• Organize and participate in a Greek or Latin food festival. • Organize and participate in a modern Greek or Latin festival where food, music, dance, theater, and art are explored. • Explore special interest topics (e.g., a study of the Greek Olympics and its modern day parallel). • Make models (e.g., catapult). • Research a topic of interest (e.g., chariot racing) and present it to the class (e.g., conduct a chariot race).

Teacher Note(s):
Student interest should in no way be limited to these suggestions, but these ideas should only serve as a guide to getting students thinking about the world of Latin.

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.2: Students show evidence of becoming life-long learners by applying knowledge of Latin and of ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 4.2.3 Expand own knowledge of Latin and of ancient civilizations for leisure and personal enrichment. **Explicatio:** *At this level the students' background in Latin would enable them to use technology or other resources to hook up with what is available for their personal interest and desire (e.g., library, web site) in order to gain knowledge.*	• Use the Internet for archaeological research. • Plan a trip and discuss the sites you would visit. • Use appropriate catalogues (e.g., *Tosca, Times Past*) to collect information or artifacts according to own interests (e.g., coins, replicas, art). • Attend plays in Latin. • Make a list of novels with Latin background and choose to read one. • Translate popular songs in Latin. • Collect newspaper articles and identify references to Latin and Greco-Roman culture. • Form/join a Latin club and plan activities. • Note TV programs or special presentations you have elected to watch.

Teacher Note(s):
Students are probably self-motivated at this level and should be made aware of all the educational opportunities.

Attendance at plays and travel to other countries are encouraged when available.

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.2: Students show evidence of becoming life-long learners by applying knowledge of Latin and of ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Intermediate 4.2.4 Initiate research for personal enrichment on topics of interest related to the Greco-Roman world. **Explicatio:** *Students are able on their own to initiate topics of interest.*	• Participate in exchange programs with sister cities that provide information and culture. • Look for and view programs, movies, etc. with classical themes. • Select a topic of interest related to Latin or Greco-Roman culture and devise your own research project and mode of presentation.

Teacher Note(s):
These are some suggestions to invite students to a larger community of learners.

Research can be traditional (media center) or using the Internet. By devising their own method of presentation, students are able to incorporate their preferred intelligence.

Projects can be interdisciplinary and integrated.

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.2: Students show evidence of becoming life-long learners by applying knowledge of Latin and of ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 4.2.5 Expand and extend own knowledge of Latin and of ancient civilizations for leisure and personal enrichment. **Explicatio:** *Students have been able to make the choice to pursue Latin beyond just the basic courses and with all due rewards.*	• Participate in competitions with scholarship and/or recognition available (e.g., National Latin Exam, National Junior Classical League). • Participate in competitions, *certamen*, and conventions at an advanced level. • Participate in local, regional, and state festivals. • Attend and participate in available lectures, civic presentations, etc. on classical topics.

Teacher Note(s):
Student could combine activities and assessments from all levels of Latin and manipulate them or extend them, according to their level of interest.

Computers can be incorporated as likely research tools.

BEST CO ABLE

GOAL 4: COMMUNITIES: Participate in wider communities of languages and cultures

CONTENT STANDARD 4.2: Students show evidence of becoming life-long learners by applying knowledge of Latin and of ancient civilizations.

OBJECTIVE	SAMPLE ACTIVITIES AND ASSESSMENTS
Advanced 4.2.6 Expand research for personal enrichment on topics of interest related to the Greco-Roman world. **Explicatio:** *Students are now able to use their creativity and ingenuity to pursue Latin related projects.*	• Create a Latin newspaper. • Seek opportunities to speak, write, or sing in Latin (e.g., choral societies). • Correspond with a pen-pal about Latin and/or classical topics. • Organize and/or participate in activities such as Latin festivals, plays, and banquets.
Teacher Note(s): The students' imagination and interest direct their goals now.	

SAMPLE SCENARIOS

BEN HUR CINQUAIN

Mary C. Moshos, South Mecklenburg High School, Charlotte, NC
Charlotte/Mecklenburg Schools
Level: Latin II
Time Needed: One class period

Goal 1: Communication: Understand written Latin

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

Objective of Scenario: Write a cinquain (5 line descriptive poem) to describe a character from the movie *Ben Hur.*

Description of Scenario:
Prior to the activity, the teacher will have shown the movie *Ben Hur* to students. This movie can be shown to students at different stages of the curriculum to accent the teaching of culture such as the Roman occupation of Jerusalem or chariot races as a form of Roman entertainment. In addition, the writing activity can be used at any of the stages to teach varying levels of grammar.

After showing the movie, the teacher gives a brief lesson on how to write a cinquain poem and practices writing several sample poems with the students. For this activity, the cinquain poem follows the model of:

Noun
Adjective Adjective
Verb Verb Verb
Adjective Adjective
Noun

After viewing the movie, students are asked to choose a character from the film and to describe him by using a cinquain poem. Students write their cinquain using their dictionary, grammar text, etc. to ensure correct grammar usage. Their cinquain is then illustrated.

When the students have completed the cinquains, an anthology is compiled and published to be shared with parents, to display on school display case, and/or to use as an outreach tool into the community.

Reflections and Comments:

1) Context of the lesson: This lesson can be used to practice many different grammar points. For instance, in the adjective line, students can use present active participles, perfect passive participles, third declension adjectives, etc. In the verb portion of the cinquain, the students can use irregular verbs, action verbs, verbs of a particular tense, voice, or mood, depending on the grammar currently being taught in the classroom.

2) Appropriateness for students with learning disabilities: This activity can give students with learning disabilities an avenue to express themselves creatively either through the illustration of the cinquain or through the creation of the poetry. Also, the simple structure of the cinquain (1 noun, 2 adjectives, 3 verbs) is easy to follow.

3) Assessment: The teacher can assess the cinquain by looking at the grammatical agreement/correctness of the adjectives chosen, agreement with the noun, etc.

4) Mode of participation: students can work on their cinquain individually and can present them individually after viewing the movie as a group activity.

5) Materials needed: Dictionary (Latin to English, English to Latin), textbook, movie *Ben Hur*, a television and VCR, and sample cinquains to share with the class as examples.

ROMAN 'ROUND CHARLOTTE

Judith Latham, Olympic High School, Charlotte, NC
Charlotte/Mecklenburg Schools

Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines
Goal 4: Communities: Participate in wider communities of languages and cultures

Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.
Standard 4.1: Students use their knowledge of Latin and ancient civilization both within and beyond the school setting.

Objective of Scenario: To examine the influence of the Greco-Roman culture on the students' immediate surroundings.

Description of Scenario:

The teacher has described Roman architecture and given names to various basic structures. He/she has also pointed out the importance of Roman advances in structures, materials, and design and has shown examples from books, slides, pictures, etc.

Students have taken notes and are asked to find examples of their own in their community. Students "scope out" examples of Greco-Roman art and architecture in the area. (Black and white pictures show details well.) Once the pictures are developed, they are mounted on a tri-fold standing display.

Each student gives his/her display a title, ex. "Roman 'round Charlotte," writes a description of each picture using a typewriter or computer, and attaches that description next to the corresponding photo. Students present their project giving a general description of where the photos were taken and their personal reaction to the items photographed.

Reflections and Comments:

1) Appropriateness for students with learning disabilities: Taking pictures, laying out a display, writing or researching examples should not hinder a learning disabled student unduly, if at all.

2) Assessment: The finished product itself is based on a rubric incorporating accuracy of information, neatness, and eye-appeal.

3) Mode of participation: Individual or pair, stand-alone display.

4) Materials needed: Camera, film, tri-fold display, typing paper, typewriter or computer.

SHOWTIME

Judith Latham, Olympic High School, Charlotte, NC
Charlotte/Mecklenburg Schools

Goal 1: Communication: Understand written Latin
Goal 4: Communities: Participate in wider communities of languages and cultures

Standard 1.1: Students read, understand, and interpret Latin.
Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.
Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Objective of Scenario: To give students the opportunity to speak Latin and to help them identify basic features of Roman daily life and their significance.

Description of Scenario:
Students translate a story written in Latin in the third-person. (This story should have action and several characters.) Students go over the translation with the teacher for accuracy. Students then make a list of the verbs from the original text. They list them in a column in their notebook. They then make two other columns, one showing the first-person verb-form and the other showing the second-person verb-form of each verb in the first column. This can be done with any tense. (Impersonal phrases, such as *commodus est* and *difficile est*, can be adjusted by changing the personal pronoun, for example, *commodus est mihi/vobis...*, et cetera.)

Students then form groups and re-work the original Latin text into conversational form, with each student in the group taking a role. The students come up with a script which is true to the original (or may be changed for creative or humorous purposes). The original verbs must be in the new script; they are, however, now spoken in the first-or second-person, so as to let the viewer seem to be an "eye-witness" to the event being reported on.

Students then elect to act out this story from memory in costume, or with puppets that they make themselves. If puppets are chosen, a room-divider, which is about 5' tall works fine as the puppet theater. (If a room divider is not available, a curtain may be hung up from a rope that is 5' from the ground.) Students may sit on chairs or kneel on pillows, raising their puppets above the divider or curtain. Background may be put on the wall to give depth and sense of place in the Roman world; the front of the divider, or curtain may also be decorated. Each skit is videotaped. (Students are allowed to rehearse one time with suggestions made so that the final taping is smooth and accurate.) The students then critique their own skits the next day while watching the video, with the teacher adding suggestions for improvement if needed.

Tapes of the presentations can be used during PTA night or for recruiting purposes with other classes and/or schools.

Reflections and Comments:

1) Appropriateness for students with learning disabilities: Learning-disabled students may need more personal help with the syntax. My experience, however, shows that most students excel in this activity, since it allows students to use their creative talents.

2) Assessment: a) Original script checked for accuracy of syntax and understanding of directions b) Pronunciation c) Presentation via skit or puppet show

3) Mode of participation: Pair or group

4) Materials needed: Textbook, simple costumes or puppet(s), 5ft.-high divider (or sheet hung at that height from a rope, background (optional), video camera and videotape, TV/VCR to replay tape, construction paper, stickpins and tape to attach the background.

UNDERSTANDING INFLECTION

Alice R. Yoder, Z.B. Vance High School, Charlotte, NC
Charlotte/Mecklenburg Schools
Level: Latin I
Time Needed: 30 minutes

Goal 1: Communication: Understand written Latin
Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and to other disciplines

Standard 1.1: Students read, understand, and interpret Latin
Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

Objective of Scenario: Internalizing the grammatical concept of nominative and accusative

Description of Scenario:

1) The teacher prepares a classroom set of cards printed with Latin vocabulary words. Half the vocabulary words have singular nominative (subject) and the rest have accusative (object) endings. The teacher may laminate the cards for repeated use. The teacher provides a small basket filled with individually wrapped candies (Jolly Ranchers, Lifesavers, or peppermints). On an acetate sheet, the teacher has a set of simple Latin sentences taken from a current story; these sentences each contain singular nominative and accusative nouns. The teacher displays these sentences to the class by using an overhead projector and screen.

2) At the beginning of the period as students enter the room, they are handed one card to keep at their desk.

3) After the teacher leads the class through an examination of Latin sentences which contain nouns with both nominative and accusative endings, the class generates a working definition of nominative (subject - one who does the action) and accusative (direct object - one who receives the action). By examining the formation of the Latin words, students realize that each accusative noun is "wearing" an M ending to show its function.

4) The teacher then asks the students to examine the words on their cards. They determine whether the card has a noun with a nominative or accusative ending. The teacher produces the small basket with candy. The class is told, "Subjects are able to complete an action - like taking something from my basket. Direct objects must sit and wait for something to happen to them. Let's see which you are." The teacher then moves through the room and challenges each student to perform according to their card. Subject-card-owning students are allowed to take a small candy and place it on their card; object-card-owning students must sit and be passed by. This makes object card students very unhappy!

5) After every student has been questioned by the teacher, the teacher addresses the class, "Subjects were able to *take* a candy from the basket; this means that they should be able to also *give* the candy away. All nominative card owners must now put their candy on an accusative card at a neighboring desk." The students then find a fellow student in possession of an accusative card and give the candy to them. This makes the subject card students very unhappy!

6) The teacher then reminds the students of the initial concept of nominative and accusative. A *generous* teacher can then say, "Well, the subject cards did a great job taking and also giving; I think I will allow them to *take* one more time." As the students work quietly on writing sentences with nominative and accusative nouns, the teacher circulates through the room one more time. Those who are in possession of a subject card are allowed to take one more candy, those who are in possession of an object card have already received a candy and must sit still one more time. As the teacher works with each student, the cards are gathered for future use in another class. The students are allowed to open and eat their candy.

Reflections and Comments:
This activity is used as an initial introduction for the students to the concept of subject and object. They must personally apply that concept in order to participate and gain a treat. The activity then makes the student focus on the differences between a singular nominative and accusative Latin noun. It completely engages the entire class (who will get and who will be left out); there is a cooperative learning atmosphere with neighbors helping each other to decide which are initially the "good" cards.

ROMAN ROADS AND TRANSPORTATION

Thomas Korak, Harding University High School, Charlotte, NC
Charlotte/Mecklenburg Schools
Level: Latin II
Time Needed: 90 minutes

Goal 2: Culture: Gain knowledge and understanding of the Greco-Roman culture
Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines

Standard 2.1: Students demonstrate an understanding of the relationship among the practices, peoples, and perspectives of the Greco-Roman culture.
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the Greco-Roman culture.
Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

Objective of Scenario:. To help students understand the Roman road system and its importance for the empire.

Description of Scenario:
Students in Latin II, having studied textbook material on the Roman road network and travel conditions, are participating in a Paideia Seminar to demonstrate their understanding of the facts and to explore their social, military, political, and economic implications. Because of the class size, the teacher has divided it into 2 groups and assigned partners. Group A sits in a central circle, while Group B observes and takes notes (on a worksheet provided); after 30 minutes, there is a brief intermission and then the groups change places and roles.

The teacher poses the initial question and additional questions if the discussion lags, but students understand that they are responsible for bringing out information, talking to each other, asking further questions, checking their fellow students' statements for accuracy and logic, etc. They also know that the teacher is taking notes on each student for a test-equivalent grade, with plus points for thoughtful, creative replies, and minus points for off-topic remarks, impolite interruptions, etc.

Discussion of modern American roads, the impact of railroad, development of the 1800's and other comparative topics are included, and students put themselves into the Roman context as well - "I wouldn't want to travel under those conditions because... " etc. Teacher asks students to summarize at the end.

Reflections and Comments:

1) Context of lesson: The seminar is the closing activity and assessment tool for a textbook chapter. The broader context is the Roman Empire and its provinces, with Britain (80 AD) as the example. The method is Semi Socratic based on Adler's Paideia system.

2) Appropriateness for students with learning disabilities: Students with disabilities related to writing can show their mastery orally and participate more fully in class in other assessments. Weaknesses in reading the material are compensated fro as they learn from fellow students.

3) Assessment: To assess student performance, I use a roster with large blanks and codes/symbols fro different types of contributions. Also effective is audiotaping the session for reevaluation later.

4) Mode of participation: Class is divided into 2 paired groups.

5) Material needed: Student and teacher evaluation sheets.

CARMEN POSSUM

Steve Billings, North Mecklenburg High School, Huntersville, NC
Charlotte/Mecklenburg Schools
Level: 9-12 Grade
Time Needed: 1 period

Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Objective of Scenario: Draw conclusion about the development of English vocabulary derived from Latin and Greek.

Description of Scenario:
The teacher distributes a copy of the poem "Carmen Possum" to each student in the class and instructs the students to read it (see poem on following page). After everyone has read it and the class has discussed the poem, the teacher reads the poem out loud. The class then discusses whether the poem is "real" Latin or corrupted English and Latin. The poem is humorous, so the students usually enjoy the discussion and the connections between Latin and English are very easy to point out.

Reflections and Comments:
The lesson can be done with students at any level. Since it can be conducted orally or in writing, individually or in groups, it can be used with a wide variety of ability level.

"Carmen Possum"

The Nox was lit by lux of Luna
And 'twas a nox most opportuna
To catch a possum or a coona;
For nix was scattered o'er this mundus,
A shallow nix, et non profundus.
On sic a nox with canis unus.
Two boys went out to hunt for coonus.
The corpus of this bonus canis
Was full as long as octo span is
But brevior legs had canis never
Quam bad hic dog; et bonus clever.
Some used to say, in stultum jocum
Quod a field was too small locum
For sic a dog to make a turnus
Circum self from stem to sternus
Unis canis,duo puer,
Nunquam braver, nunquam truer
Quam hoc trio nunquam fuit
If there was I never knew it.
This bonus dog had one bad habit.
Amabat much to tree a rabbit,
Amabat plus to chase a rattus,
Amabat bene tree a cattus.
But on this nixy moonlight night
This old canus did just right.
Nunquam treed a starving rattus,
Nunquam chased a starving cattus,
But succurrit on intentus
On the track and on the scentum
Till he trees a possum strongum
In a hollow trunkum longum
Loud he barked an horrid bellum
Seemed on terra vehit pellum
Quickly ran the duo puer
Mors of possum to secure
Quam venerit, one began
To chop away like quisque man
Soon the axe went through the
truncum
Soon he hit it all kerchunkum
Combat deepens, on ye braves!
Canis, pueri et staves
As his powers non longius carry
Possum potest, non pugnare
On the nix his corpus lieth
Down to Hades spirit flieth
Joyful pueri, canis bonus,
Think him dead as any stonus
Now they seek their pater's domo
Feeling proud as any homo
Knowing, certe, they will blossom
Into heroes, when with possum
They arrive, narrabunt story
Plenus blood et plenior glory
Pompey, David, Samson, Caesar
Cyrus, Black Hawk, Shalmanezer!
Tell me where est now the gloria
Where the honors of victoria?
Nunc a domum narrent story
Plenus sanguine, tragic, gory
Pater praiseth, likewise mater
Wonders greatly younger frater
Possum leave they on the mundus
Go themselves to sleep profundus
Somniunt possums slain in battle
Strong as ursae, large as cattle
When nox gives way to lux of morning
Albam terram much adorning
Up they jump to see the varmen
Of the which this is the carmen
Lo! possum est resurrectum
Ecce pueri dejectum
Ne relinquit back behind him
Et the pueri never find him
Cruel possum! bestia vilest
How the pueros thou beguiles
Pueri think non plus of Caesar
Go ad Orcum, Shalmanezer
Take your laurels, cum the honor
Since ista possum is a goner!

Anonymous

URBAN SPRAWL

Janet Painter, Providence Senior High School, Charlotte, NC
Charlotte/Mecklenburg Schools
Level: Latin I
Time Needed: 2 hours

Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines.
Goal 4: Communities: Participate in wider communities of languages and cultures

Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.
Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Objective of Scenario:. Recognize Greco-Roman influence in own community

Description of Scenario:
Students in a beginning level Latin class, having had a preliminary discussion of the layout/format of a typical Roman or Greek town (including viewing the videotape "Roman City") will compare characteristics of uptown Charlotte with those of a typical Greco-Roman town (with *Forum* or *Agora*, etc.).

A sample grid of a typical Greco-Roman town on a transparency is laid over a transparency of an outline map of uptown Charlotte. Students examine the resulting merger and generate a list of common elements they see (e.g., Ericsson Stadium and the large arena in a Greco-Roman town, Blumenthal Performing Arts Center and a Greco-Roman theater) Students then answer (either orally or in written form) discussion questions about why city planners may have chosen to include certain elements or place them at certain locales.

Finally, students are given a blank grid and are asked to name and design their own *urbs* or city incorporating their ideas and new knowledge and present it or share it with an outside audience.

BUCCA BUCCA

K.L. Justice, West Charlotte High School, Charlotte, NC
Charlotte/Mecklenburg Schools
Level: Beginning
Time Needed: 10 minutes

Goal 1: Communication: Understand written Latin

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

Objective of Scenario: Students will be able to respond orally in Latin to math computational questions.

Description of Scenario:
Bucca Bucca Quot sunt hic is a modern-day version of an actual/authentic Roman children's game. It is a good activity for review of the cardinal numbers and can be used subsequently as a focus activity.

1. The teacher input consists of:
   - A) teaching the numbers;
   - B) writing the numbers (1-20, 1-50) on the board or on an overhead transparency;
   - C) writing the "magic chant"-*Bucca, Bucca quot sunt hic* - on the board;
   - D) dividing the students in groups of four.

2. Once students have been assigned to their groups, they say the magic word on cue from the teacher. At the end of the phrase, each student flashes a number of fingers (use one hand only for numbers 1-20) toward his group members. The first student in each group to mentally count up the number of fingers shown by group members and to say the number in Latin wins. Teams record their own scores. Occasionally, a prize may be given to the best counter in each group. Complete several rounds. Best used as short (10 min. maximum) activity.

Reflections and Comments:

1. Context of the lesson: This activity allows students to behaviorally demonstrate their knowledge of Latin numbers and leads them to speak the language. The game is also useful for developing mental agility/quick thinking skills as students must compute the number of fingers they see, as they discriminate among number vocabulary words for the correct answer and as they articulate the words correctly.

2. Appropriateness for students with learning disabilities: I have taught this game in classroom with learning disabled and autistic students. They seem to enjoy the activity and find it exiting. The key to succeeding with the students is to play the game in short increments of time.

3. Assessment: Usually, this game is followed by an oral quiz in which I have students count 1 - 20, 20 - 50 and can be done as a "counting bee".

4. Modes of participation: This is an activity which works well with small groups of 4 students.

5. Materials needed: Overhead projector, transparency film.

POLYGLOT BINGO

K.L. Justice, West Charlotte High School, Charlotte, NC
Charlotte/Mecklenburg Schools
Level: Beginning to intermediate
Time Needed: 20-30 minutes

Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world both to their own language(s) and culture(s) and also to other disciplines.

Standard 3.1: Students reinforce and further their understanding of their own language(s) and culture(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Objective of Scenario: Students use their knowledge of Latin to recognize number words written and spoken in Romance languages.

Description of Scenario:
I first encountered this activity in a FLEX classroom and adapted it for use in the Latin classroom. Advance prep time varies according to how many Romance languages the teacher knows and how many must be researched.

1) The teacher reteaches the numbers 1-20 in Latin.

2) The class is divided into 5 groups of 4-6 persons.

3) Each group receives a packet containing the lists of numbers 1-20 in Latin or a Romance language (I use French, Spanish, Italian, and Portuguese).

4) The teacher visits each group and recites the numbers and the students repeat after the teacher. As the teacher moves on to other groups, students practice their "new" numbers to each other.

5) Students in small groups count off 1-4, 1-6, etc. Mix groups by sending all 1's to the same group, all 2's together, etc. This results in groups containing students from each language. Students teach on another the numbers in each of the languages they learned.

6) Teacher randomly draws Bingo numbers in all languages. Groups compete for Bingo and possibly prizes. Students must state Latin number, English number, and what language was used.

Reflections and Comments:
1) Context of the lesson: This lesson builds on the knowledge of Latin numbers. Students are easily able to "see" the presence of Latin in the number words from other Romance languages. They are able, therefore, to get a feel for how the knowledge of Latin facilitates the study of other languages.

2) Appropriateness for students with learning disabilities: Learning disabled students have successfully participated in this activity. It is important to be very organized in preparations and very clear with directions.

3) Assessment: Students are assessed according to principles of participation and cooperation. Extra credit questions on future tests may be drawn from the numbers in the various languages.

4) Mode of participation: This activity is to be accomplished in 5 small groups of 5-6 persons.

5) Materials needed: 5 manila envelopes, each containing 5-6 copies of the numbers 1-20 in a Romance language. Strips of paper with the numbers 1-20 in all languages used for drawing out Bingo numbers.

FUN WITH COINS

Marianne B. Gore, South Brunswick High School, Southport, NC
Brunswick County Schools
Level: Latin I, II, III
Time Needed: 30 minutes to 1 hour

Goal 2: Culture: Gain knowledge and understanding of the Greco-Roman culture
Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the Greco-Roman culture.
Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

Objective of Scenario: Students will become familiar with Roman coins. They will also become aware of the Roman influence on their own money and will understand the value gained from inscriptions on coins, both American and Roman.

Description of Scenario:
Students check their wallets and pockets for American coins to learn what our Treasury deems appropriate enough to put on coins.

1) The teacher brings in American coins and Roman coins. The American coins are shown first and students describe them. Teacher elicits and class discusses such words as: *numismatics (numus), dies, reverse, marsupial (marsupium), impecunious (pecunia) etc.*

2) The Roman coins are observed next. The teachers and students discuss the various types of coins and students describe the inscriptions, images of people, composition, manufacture, and value of the coins. Such terms as: *sestertius, denarius, aureus* are introduced.

3) Students and teacher discuss the use and role of coins in the culture.

4) In a diagram, students present the commonalties and differences existing between the American and the Roman coins.

Reflections and Comments:
1) Context of the lesson: The lesson builds on the knowledge of coins manufactured in America and leads to additional knowledge about Roman coins.

2) Appropriateness for students with learning disabilities: Students with learning disabilities are already familiar with coins and money so they have no problems learning about the Roman coins.

3) Assessment: Assessment can be carried out with a discussion for review and with the students drawing Roman coins from memory or of their own invention.

4) Mode of participation: Pairs or groups work well.

5) Materials needed: Construction and notebook paper. Pictures of coins from Roman History From Coins by Michael Grantand. American coins. Roman coins can be obtained from a museum bookstore.

WORD CHAIN

P. McLean, Lumberton Senior High School, Lumberton, NC
Robeson County Schools
Level: Beginning or Intermediate
Time Needed: 20 minutes for 2 days

Goal 1: Communication: Understand written Latin

Standard 1.2: Students use orally, listen to, and write as part of the process for understanding written Latin.

Objective of Scenario: Students demonstrate mastery of differing usage of identical forms.

Description of Scenario:
Teacher prepares cards with one Latin word per card for each student (e.g., *carri, portas, puellae*).

Students, in groups of 10-12 have twenty minutes to generate as many grammatically correct sentences as possible making word chains by using their cards together.

Each student writes the sentence he/she participated in, leaving a line between the sentences. Sentences need not be logical but the grammar must be correct.

Overnight the teacher marks the correct sentences and assigns partners who have the same number of sentences.

The following day the partners translate each other's sentences and work together to correct sentences with errors.

The teacher recognizes the student who has the most sentences, the longest sentences, the wildest sentences, etc.

Reflections and Comments:
This is good for beginners who are dealing with first and second declension nouns or for intermediate working with indirect statements. It allows for cooperative peer-tutoring as well as letting students with similar abilities work together. In checking for correct sentences the teacher may spot signals for reteaching.

LATIN ALL AROUND

Barrett Robbins, Apex High School, Apex, NC
Wake County Schools
Level: Latin III
Time Needed: 3-5 minutes

Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines
Goal 4: Communities: Participate in wider communities of languages and cultures.

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.
Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.
Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.

Objective of Scenario: To discover Latin in numerous contexts, to translate it and to explain its use.

Description of Scenario:

1) Teacher encourages students to seek out and document Latin as it appears:
    a) in readings from other classes
    b) in newspapers
    c) on television and in movies

2) Students look for use of Latin in the above mentioned materials and submit the Latin with documentation of its source and an explanation of why Latin was used in the context found. When the Latin has been translated (as in numerous passages submitted to me from the *Canterbury Tales*) the student compares the literal translation to the one glossed.

3) Students report their discovery to the class and are awarded bonus/extra credit as incentive.

Reflections and Comments:

1) Context of the lesson: Once students have developed a vocabulary of several hundred words and can recognize cases and declensions, they obtain a lot of satisfaction out of exercising their knowledge by analyzing "discovered" Latin in exercises such as this one. In the process, they improve their language skills and develop a broader appreciation for the scope of Latin study.

2) Appropriateness for students with learning disabilities: Learning disabled students can engage in this activity without difficulty. I have had students find Latin on vanity license plates and on the TV show *Home Improvement*.

3) Assessment: If the students have made an honest effort to explain the Latin and its application, assessment is easy. Problems occur when students balk at analyzing the Latin thoroughly.

4) Modes of participation: Often this is an individual exercise. Some students working on the same text in another class have collaborated to document all Latin phrases/quotations used. They then give a joint report to the class.

5) No special materials are needed.

POP-UP BOOK

Joe Wimberly, William G. Enloe High School, Raleigh, NC
Wake County Schools
Levels: Latin I and II
Time Needed: 1-2 weeks

Goal 1: Communication: Understand written Latin
Goal 4: Communities: Participate in wider communities of languages and cultures

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.
Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Objective of Scenario: To write a story in Latin and illustrate it with pictures that pop-up.

Description of Scenario:
The teacher needs to do two things:
1) Make a rubric for this project. The rubric could include such criteria as: The story must be 20 sentences long, it must contain 5 participles, 5 passive verbs, 20 assigned vocabulary words, and all applicable case uses.
2) Include in the rubric due dates for chosen theme, completion of story in English, and completion of Latin sentences.

Sample time line for completion of the book: 15 sentences in one week
Day one: Teacher introduces the project and hands out the rubric.
Day two: Review participles and assign 5 sentences for composition as described above.
Day three: Review passive verbs and assign 5 sentences for completion for book.
Day four: Review vocabulary and assign 5 sentences for completion in book.
Day five: Allow all period for cutting of magazines for illustrations and assembling of book.
Day six: Books due for presentation.
Day seven: Presentation can be done to the class first but can also be conducted at a later date at selected sites (elementary or middle schools) in the system.

Reflections and Comments:
This project builds on all the grammar. It leads to easier expression in Latin and a sense of accomplishment (We're writing in Latin!! Just like the Spanish/French/German classes!).

1) Context of the lesson: This project can be modified in many ways to accentuate what material the teacher would like to reinforce. I use this to reinforce grammar

such as participles, passive verbs, case uses, or vocabulary. This project is excellent as a unit for midterm review. Each day, grammar points would be reviewed, students would be assigned sentences to write in English proving mastery of grammar points and translation in Latin. This pop-up book can be story-based (e.g., *A Day in the Life of Julius Caesar*) or thematic-based (e.g., *Animals in the Arena*). As review for the next day, teacher would choose student sentences (with or without grammatical problems) to examine with the class.

2) Appropriateness for students with learning disabilities: Students with learning disabilities can work with another student and can rely on others for peer-editing.

3) Assessment: Assessment can be done by completion of student book and/or comprehension test using the student work.

4) Modes of participation: Students can work alone or in groups of two.

5) Materials: Newspapers, magazines. School libraries are a good source of newspapers and magazines as they constantly throw away out of date periodicals

ROMAN EDUCATION

Betsy Bullard, High Point Central and Andrews High School, High Point, NC
Guilford County Schools
Level: Latin I
Time needed: 2 or 3 45-minute sessions

Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines
Goal 4: Communities: Participate in wider communities of languages and cultures

Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.
Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Objective of Scenario: To compare and contrast our modern education system to ancient Roman gender differences, content, and methods of the ancient educational system

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Description of Scenario:
This project is usually scheduled during American Education Week.
Preparation: The teacher must look at the total project and decide if all or part will work best with the class basing the decision on the make up of the class and the different learning abilities.

The project can be subdivided into components easily.

1) Whole class goes to the Media Center to research Roman education. Groups are organized according to the purpose of the research.

2) Individual groups prepare an outline and a report on their assigned or selected topics.

3) After viewing the plays students compare and contrast education in Roman time as opposed to modern education. This activity can take many forms, some students may select graphic organizers, others may enter their reflections in journals, etc.

4) Using the information from their reports, groups compose short skits illustrating their topic (e.g., a day in the life of Roman youths, use of *pedagogus*) using props and costumes.

5) The skits are presented on "Play Day" to principals, parents, etc. who are invited. A vote is taken by secret ballot to decide a festival winner - These are "crowned" with ivy wreaths and receive "prices" coupons, Hercules candy bars, etc.

Reflections and Comments:
This project provides an excellent media coverage because of its visual emphasis and appropriateness to American Education Week. It builds much gender awareness and cultural awareness.

SETS

Mary Louise Carroll, Northeastern High School, Elizabeth City, NC
Elizabeth City/Pasquotank Schools
Level: Latin I and II
Time Needed: Five minutes per class period

Goal 3: Connections/Comparisons: Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines
Goal 4: Communities: Participate in wider communities of languages and cultures

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.
Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.
Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Objective of Scenario: To help students expand their Latin and English vocabularies related to medical and legal terms.

Description of Scenario:
Each week the teacher prepares a series of sets or warm-up exercises for his/her classes. Weekly he/she alternates the theme of the sets between medical terms and legal terms which come from Latin.

The teacher resorts to *Latin: Language of the Health Sciences*, a booklet available from the American Classical League, as source material for the medical terms. *Essential Latin for Lawyers* by Russ Versteeg is a source for legal terms. One or two terms are introduced each day on an overhead or on the board.

When students come in at the start of class, they use pocket Latin dictionaries or the back of their Latin textbooks and try to translate the Latin terms into English. Bonus points are awarded to students who raise their hands with the correct answers. These points are recorded in the gradebook in pencil and awarded on the students' next quiz or next grade.

All students copy the terms and definitions into their notebooks while the teacher lectures briefly on the background of the medical or legal uses of the terminology. Students are given a matching "sets quiz" about every two weeks on the medical and legal terminology they have learned.

Reflections and Comments:
1) Context of the lesson: This scenario uses the sponge-technique, but builds on grammar, vocabulary, and dictionary skills that students have acquired in class. Because of this it works well at all levels of Latin. The sets sometimes build upon

or review work previously done orally in Latin on various topics (such as the parts of the human body). From this activity students understand more readily how the Latin they are learning is still useful for the purposes of higher education, especially in medicine and law. Some students relate that the sets reinforce information already learned in their high school business, law, and science classes in an interdisciplinary fashion. It also improves the students' Latin and English vocabularies.

2) Appropriateness for students with learning disabilities:

3) Assessment: The biweekly-weekly quiz is the main means of assessing student performance. This scenario also gets classes on-task and ready for their lessons in an efficient manner.

4) Mode of participation: Whole-class.

5) Materials: Materials needed are a list of medical and legal terms for each day of the week, overhead projector, transparencies and pen (or blackboard and chalk), and pocket Latin to English dictionaries (unless terms are chosen very carefully to correspond with the select vocabulary in students' textbooks.) The resource materials mentioned in the description will be helpful to teachers in preparing lists of terms.

SHARE DAY

Mary Louise Carroll, Northeastern High School, Elizabeth City, NC
Elizabeth City/Pasquotank Schools
Level: Latin I and II
Time Needed: Half of a class period

Goal 4: Communities: Participate in wider communities of languages and cultures

Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Objective of Scenario: To help students recognize the influence of Latin and Greco-Roman culture on the local community.

Description of Scenario:
During the first week of school the teacher brings in a slide-presentation on how Latin and Greco-Roman culture still influence the local community. Slides include architectural features of local, public, and private buildings, the names and logos of local businesses, even "Hercules," the title of a movie shown recently at the local theater.

After the presentation the teacher then challenges the students to bring in their own examples from their everyday experiences. One Friday per month is set aside as "Share Day," when students can bring in what they have collected to share with the teacher and the class. Successful presentations can earn up to five bonus-points on the next quiz or test.

The quality of these presentations can vary tremendously from month to month and from class to class. In the past students have brought in and presented the back of a dollar bill, medical and scientific terms from other classes, pictures from European vacations, replicas of Roman coins from museum trips, articles from newspapers and magazines, trivia questions presented from a sibling's "pre-computer" game, and even clips from television shows to be presented on a VCR.

Reflections and Comments:
This activity is student-centered, whole-class, and open-ended. It is appropriate for students with learning disabilities because students can adapt their presentations to suit their own abilities, learning styles, knowledge, and interests. The lesson helps students hone their listening and oral presentation skills. Students can easily enlist fellow students' help, when needed, in making their presentations. Materials needed are those readily available in most classrooms, although students bringing in clips from videos need to arrange with the teacher in advance to have a VCR available.

This is a high-interest, enrichment activity that many students look forward to with great anticipation.

LATIN LIVES!

Daryl Steel and Beth Handley, Leesville Road High School, Raleigh, NC
Wake County Schools
Level: Latin I
Time Needed: 6 months

Goal 1: Communication: Understand written Latin
Goal 4: Communities: Participate in wider communities of languages and cultures

Standard 1.1: Students read, understand, and interpret Latin.
Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.
Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and ancient civilizations.

Objective of Scenario: To help students recognize the influence of Latin and Greco-Roman culture in the community.

Description of Scenario:
Teacher prepares a list of Latin phrases, mottoes, and abbreviations used in English; then teaches 1, 2, or 3 per day.

Students keep a list to which they add the new material, they learn the phrases, mottoes, and abbreviations, and demonstrate a knowledge of their meaning and usage.

Project Assignment:
Each student prepares a presentation of a collection of Latin phrases, mottoes, and abbreviations used in English which he/she has encountered during the school year. The teachers needs to determine the expectations of the assignment. It is strongly recommended that the NC state motto and the three phrases found on the dollar bill be included in the presentation.

Reflections and Comments:
1) Context of the lesson: This lesson builds on and leads to recognition of Latin usage in modern-day English.

2) Appropriateness for students with learning disabilities: Better readers probably will encounter greater Latin usage due to increased exposure to sources. However, all students can be encouraged to examine common usage source (e.g., daily newspaper - obituaries, editorials; medical prescriptions; medicines; church programs; dictionary and encyclopedia entries).

3) Assessment: Project attractiveness, organization, and presentation of usage should all be evaluated. The best presentation might include a cover, table of contents, twenty different Latin phrases and mottoes with translation, ten different Latin

abbreviations with the Latin words they represent and English translation, the three phrases on the dollar bill with English translation, and the North Carolina state motto and translation.

4) Mode of participation: Individual or a paired variation is suggested. Can also be done as a bulletin board project by a whole class.

5) Materials: Notebook paper, project cover, access to newspapers, books, etc. and access to a xerox machine.

GLOSSARY

Advance organizer: visual, title, graph or question which presents a structure for the new material by relating it to the learner's existing knowledge.

Advanced placement (AP): high school program which provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college program. Advanced Placement courses are available in AP Latin: Vergil and AP Latin Literature.

Alternative assessment: assessment which allows students to demonstrate what they can do with the language in a meaningful context. Some examples are performance assessments, portfolio, demonstrations, checklists, self-assessment, peer assessment, learning logs and journals.

Ancient civilization: civilization from the beginning of recorded events to the end of the Roman Empire in the West in 476 A.D (*Webster's NewWorld Dictionary*).

Assessment: collection and organization of data on student progress in achieving set objectives. Data collected can consist of observations, grades, anecdotal records, etc.

Authentic materials: materials which are products of the ancient world. For students of Latin, unadapted literature is the most important authentic material (Standards for Classical Language Learning).

Certamen: academic game/contest similar to Quiz Bowl sponsored by the Junior Classical League (JCL).

Cinquain: short poem consisting of five lines arranged in the following structure: line one states a subject in one word, line two describes the subject in two words, line three describes an action about the subject in three words, line four expresses an emotion about the subject in four words (or describes the subject again in two words), line five restates the subject in another single word.

Cloze paragraph: paragraph in which one word is replaced with a blank at a specified interval, such as every fifth word. Students read the passage and fill in the missing words either orally or in writing. Rules vary as to whether a synonym is an acceptable replacement or if it must be exact word. The cloze paragraph is a test of reading comprehension.

Community: a) all the people living in a particular district, city, etc. b) the district, city, etc. where they live (*Webster's NewWorld Dictionary*).

Context: overall situation in which language learning occurs.

Context clues: information available to a reader for understanding an unfamiliar word from the meaning of a sentence as a whole, familiar language patterns, the meaning of surrounding words and sentences, and the position, and function of the word.

Cooperative learning: instructional approach in which students work together as a team with each member contributing to the completion of the task or project.

Dialogue Journal: written conversations between a teacher and a student. Students write as much as they choose about any topic and the teacher responds asking, answering questions, and making comments but never evaluating or correcting.

Explicit: clearly stated and leaving nothing implied (*Webster's NewWorld Dictionary*).

Figurative: not in its original, usual, literal, or exact sense of reference (*Webster's NewWorld Dictionary*).

Framework: broad organizing structure for the essential knowledge and skills in a program area.

Function: the use of the language for an intended purpose, e.g., to give directions, to make a request.

Genre: form or type of literary content, such as a novel, tragedy, comedy, or poem.

Graphic organizer: visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are Venn diagrams, webs, bar graphs timelines, diagrams, flow charts, outlines, and semantic maps.

Greco-Roman: influenced by both Greece and Rome (*Webster's NewWorld Dictionary*).

High order thinking skills: relatively complex and time-consuming cognitive mental operations, such as concept formation, problem solving, and composing. They commonly employ one or more core thinking skills (focusing, information gathering, remembering, organizing, analyzing, generating, integrating, and evaluating).

Implicit: suggested or to be understood though not plainly expressed (*Webster's NewWorld Dictionary*).

Inference: judgment or conclusion based on reasoning

Inflection: any change in tone or pitch of the voice (*Webster's WorldWide Dictionary*).

Interpersonal intelligence: students who can read the moods and intentions of others and who have developed the ability to work cooperatively in a group possess interpersonal intelligence. Those students are also very adept at communicating verbally and non-verbally with other people.

Intrapersonal Intelligence: students who have a keen understanding of their own feelings and who use that insight to guide their behavior possess intrapersonal intelligence.

Kinesthetic Intelligence: students who possess kinesthetic intelligence have control over their bodily motions and have the talent to manipulate objects with deftness.

Latin FLES: program in the elementary school based on Foreign Language in the Elementary School (FLES). Students learn through oral interaction, dialogues, stories, songs, visuals, and games in meaningful contexts.

Learning styles: the preferred style of learning of student. Gardner has identified seven different intelligences: Verbal/linguistic, mathematical/logical, bodily/kinesthetic, musical/rhythmic, visual/spatial, intrapersonal, and interpersonal.

Learning strategies: "steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information" (Oxford, 1989).

Literal: following or representing the exact words of the original; word-for-word; based on the actual words and their ordinary meaning (*WorldWide Dictionary*).

Multicultural: addressing several cultures.

Multiple intelligences: theory that individuals can learn in multiple ways. Howard Gardner has identified seven intelligences: mathematical/logical, verbal/linguistic, musical/rhythmic, visual/spatial, bodily/kinesthetic, interpersonal, and intrapersonal.

Objective: what is aimed at or striven for. Objectives are more narrow in their focus than the global goals and the broad content standards. In this document, they are accompanied by three digits.

Pair activity: activity involving oral or written communication between two students.

Performance-based assessment: assessment which requires the student to construct a response, create a product, etc. Performance-based assessments are open-ended and do not have a set response.

Perspective: in this document, the term perspective is used in reference to the meanings, attitudes, values and ideas represented by a cultural group. .

Practice: in this document, the term practice refers to the patterns of social interactions with and within the different people in the culture.

Product: in this document, a product is a tangible representation of the culture. It can include big "C" items such as plays, music, architecture, etc. or little "c" items such as food, artifacts, dresses, games, songs, etc.

Proficiency: ability to communicate effectively in both oral and written form. Proficiency is made up of three components: function, content, and accuracy.

Rubric: measurement scale used to evaluate a student's performance. Rubrics consists of a fixed scale and a list of characteristics that describe criteria at each score point for a particular outcome (*Authentic Assessment for English Language Learners*, p. 239).

Scenario: classroom activity or a unit which describes what students are doing with the language.

Standard: description of what a student should know and be able to do.

Strategy: systematic plan for achieving a specific goal or result.

Structural analysis: breakdown of a whole into its parts to determine the syntactical relationships.

Syntax: way language is structured and ordered within sentences.

Total Physical Response (TPR): approach in which students respond with physical activity to increasingly complex teacher commands.

Venn diagram: diagram consisting of two or more intersecting circles representing relationships among concepts.

Visual clues: visible information such as tangible objects, gestures, etc. which may assist a reader in gaining meaning from unfamiliar words.

Webbing: strategy for developing and organizing ideas.

RESOURCES

I. ASSOCIATIONS

American Classical League (ACL)
Geri Dutra
Miami University
Oxford, OH 45056-1694
513-529-7741
Brochures to promote Latin, recent and vintage news articles, and other resources

American Council on the Teaching of Foreign Languages (ACTFL)
6 Executive Plaza
Yonkers, NY 10701-6801
914-963-8830
Fax: 914-963-1275

American Philological Association (APA)
William Ziobro, Secretary-Treasurer
Department of Classics
College of the Holy Cross
Worcester, MA 01610-2395
508-793-2203

Classical Association of the Midwest and South (CAMWS)
c/o Prof. Catherine M. Connors
Department of Classics
Box 351110
University of Washington
Seattle, WA 98195
206-543-2267
Fax: 206-543-2266

Foreign Language Association of North Carolina (FLANC)
Debra Martin
FLANC Executive Director
15 Alpine Way
Swannanoa, NC 28778
704-686-3223

National Association of District Supervisors of Foreign Languages (NADSFL)
Paul Garcia
The School District of Kansas City
1211 McGee Street
Kansas City, MO 64106

National Committee for Latin and Greek (NCLG)
Harry C. Rutledge
Department of Classics
710 McClung Tower
University of Tennessee
Knoxville, TN 37996-0471
or
Virginia Barrett, Chair NCLG
11371 Matinicus Court
Cypress, CA 90630-5458
Ph: 714-373-0588
Fax: 714-890-0862

National Junior Classical League
Miami University
Oxford, OH 45056
513-529-7741

North Carolina Classical Association (NCCA)
Mary Pendergraft
106 Kensington Road
Greensboro, NC 27403
910-275-0141

North Carolina Department of Public Instruction (NCDPI)
Fran Hoch 919-715-1797
Bernadette Morris 919-715-1798
301 N. Wilmington Street
Raleigh, NC 27601-2825
Fax: 919-715-2229

Vergilian Society of America
c/o John Dutra
Executive Secretary
P.O. Box 817
Oxford, OH 45056
513-529-1482
Fax: 513-529-1516

II. CD-ROMS AND COMPUTER SOFTWARE

Latin Skills I and II
Offers practice in inflecting and recognizing the stems, tense and mood suffixes, and personal endings of Latin verbs and the declensional endings of nouns and adjectives
Latin
Falcon Software, Inc.
P.O. Box 200
Wentworth, NH 03282

Latin Now!
Macintosh and Windows
Transparent Language
9 Ash Street
P.O. Boc 575
Hollis, NH 03049
1-800-752-1767

Transparent Language
Reading program aimed at helping readers improve their reading skills in the TL. Presents text, usually literary in nature, short stories, or excerpts for larger works and offers translations and commentary on whatever segment the reader chooses to highlight.
Transparent Language
9 Ash Street
P.O. Boc 575
Hollis, NH 03049
1-800-752-1767

Hyper Studio
Authoring program allowing users to create multimedia presentations
Roger Wagner Publishing, Inc.
1050 Pioneer Way
Suite P
El Cajon, CA 92020
619-442-0522

Dasher
Enables teachers of foreign languages to write language lessons (story, exercises, transformations, substitutions, Tor F, sentence combining, fill-in the blanks, etc.)
The University of Iowa
CONDUIT
Oakdale Campus
Iowa City, IA 52242

IV. INTERNET ADDRESSES

Software Information
Romanitas Reference Library

http://www.paratext.com/

Software Directory fo Classicists
http://www.centaursystems.com/soft_dir.html

Vergil
Dido in art
http://cti.itc.virginia.edu/~mpm8b/docs/dido.html

VAES home page
http://ccat.upenn.edu/~joef/vergil/home.html

The Vergil Project
http://ccat.sas.upenn.edu/~joef/courses/project.html

Vergil's Home Page
http://ccat.sas.upenn.edu/~joef/vergil/home.html

Cicero
http://www.dla.utexas.edu/depts/classics/documents/Cic.html

Ancient World Cultures
Exploring Ancient World Cultures
http://eawc.evansville.edu/index.htm

Ancient World Cultures
http://www.edu:8080/~dee/InternetResources.html

Latin Teaching Materials and Resources
Allen and Greenough's New Latin Grammar Online
http://ccat.sas.upenn.edu/jod/AG/allgre.contents.html

BIBLIOTHECA Latina
http://polyglot.lss.wisc.edu/classics.biblio.htm

Computer Programs for Latin
http://www.willamette.edu/~tjones/languages/latin-software.html

Dictionary
http://www.geocities.com/Athens/Acropolis/9286/latein.html

Distance Learning Latin Class
http://www.dl.ket.org/latin1/index.htm

Electronic Resources for Classicists: The Second Generation
http://www.tlg.uci.edu/~tlg/index/resources.html

Grammatica Latina
http://osman.classics.washington.edu:80/libellus/aides/allgre/

Greek and Latin Language Resources
http://www.cs.utk.edu/~mclennan/OM/grk-lat.html

Index of Resources for History
http://history.cc.ukans.edu/history/index.html

LATIN ab INITIO
http://www.ilinks.net/~jim/

Latin Wordlist
http://207.43.80.3/flc/latin/latin.html

Latin Library
http://www.patriot.net/users/lillard/chp/latlib

Latin Search Engine "Lupa"
http://www.uky.edu/ArtsSciences/Classics/schools.html

Library of Congress Greek and Latin Classics Internet Resources
http://lcweb.loc.gov/global/classics/claslink.html

Little Venture Latin Pages
http://www.compassnet.com/mrex/index.html

The Loeb Classical Library
http://www.hup.harvard.edu/Web_Loeb/Loeb.home.page.html

Notes to a Latin 1 class
http://www.slu.edu/colleges/AS/MCL/tchmat.html

Study guide to Wheelock
http://www.arts.cuhk.hk/Lexis/Wheelock-Latin/

Wheelock Vocabulary
http://humanities.uchicago.edu/humanities/classics/vocab.html

Miscellaneous
American Classical League
http://www.umich.edu/~acleague/

Campanian Society
http://w3.one.net/~campania/

Chalice Yehling's Homepage
http://www.academyonline.com/academy/athens/latin/latin1.htm

Cursus Vivae Latinitatis
http://www.urich.edu/~wstevens/latviv.htm

DracoAEs homepage
http://www.orient.uw.edu.pl/~conradus/latina.html/

Directory of Classics Department Home Pages
http://198.209.89.1/classics/hpdir.html

Elvis in Latin: Frequently Asked Questions
http://www.cs.uoregon.edu/~bhelm/misc/elvis.html

Encyclopedia Mythica
http://www.pantheon.org/mythical/info/about.html

A Forum for Latin Teachers
http://pen.k12.va.us/~mkeith/Forum.shtml

Forum Romanum
http://www.rmc.edu/~gdaugher/fr/fr_index.html

Dr. Marin Winkler's Homepage, George Mason University
http://patriot.net/~lillard/chp/

North Carolina Classical Association
http://www.uncg.edu/cla/ncaa/

North American Cambridge Classics Project
http://www.cambridgelatin.com

VRoma: A Virtual Community for the Teaching of the Classics
http://www.colleges.org/~vroma/

Resources for Medieval Latin
http://www.fas.harvard.edu/~medieval/medlatin.html

Senneca, Phaedra
http://www.ensta.fr/~bui/litterature/seneque.html

Southern Durham (NC) Homepage
http://206.211.90.4

Many Internet addresses on this list were published on FLTEACH listserv by Robert D. Peckham, Director, the Globe-Gate Project, University of Tennessee-Martin, Martin, TN 38237.

III. PROFESSIONAL BOOKS

American Classical League. *Standards for Classical Language Learning.* Miami University, 1997.

Curtain, Helena Anderson and Carol Ann Bjornstad Pesola. *Languages and Children: Making the Match.* White Plains, NY: Longman Publishing Group, 1994.

Davis, S. *Latin in American Schools: Teaching the Ancient World.* Scholars Press, 1991.

National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning: Preparing for the 21st Century.* Lawrence, KS: Allen Press, 1996.

IV. TEACHING RESOURCES/BOOKS

Avery, Catherine B. Ed. *The New Century Handbook of Leaders of the Classical World.* Appleton - Century - Crofts: Education Division, 1962.

Board, Griffin, Murray. *The Oxford History of the Classical World: The Roman World.* Oxford University Press, 1989/1995. ISBN: 0-19-814379-6, ISBN: 0-10-282166-0 (paperback).

Britt, Helen. *Ye Gods.* Scott Foresman - Addison Wesley.

Brothwell, Don and Patricia. *Food in Antiquity: A survey of the Diet of Early Peoples.* New York: Praeger, 1969

Bunson. *A Dictionary of the Roman Empire.* Oxford University Press, 1991. ISBN: 0-19-510233-9 (paperback).

Burns, M.A. and J.F. O'Connor. *The Classics in American Schools: Teaching the Ancient World*, 1987.

Carcopino, Jérome. *Daily Life in Ancient Rome.* New Haven: Yale University Press, 1992.

Jenkins, F.W. *Classical Studies. A Guide to the Reference Literature.* Libraries Unlimited, 1996.

Lawall, G. *ACTFL Selected Listing of Instructional Materials for Elementary and Secondary School Programs: Latin and Greek.* Yonkers, NY: ACTFL, 1988.

Loeb Classical Library. Harvard University Press. Available at Barnes and Noble Bookstores. Web site: http://www.hup.harvard.edu/Web_Loeb/Loeb.home.page.html

Smith, Sir William. *Smaller Classical Dictionary.* Revised by Blakeney and Warrington. E.P. Dutton & Co., Inc., 1958.

Tannahill, Reay. *Food in History.* New York: Crown Publishers, 1989.

V. VIDEOTAPES

Forum Romanum
$40.00 for 4 tapes
WNVT 53
Attention: Forum Romanum
8101 A Lee Hwy
Falls Church, VA 22042
Tapes of news broadcasts in Latin

Miscellaneous tapes of modern films such as:
Roman Holidays
Rome Adventure
Spartacus
Ben Hur
Cleopatra
Caesar and Cleopatra
Antony and Cleopatra
A Funny Thing Happened on the Way to the Forum
Quo Vadis
Godor's Italy: Behind the Scenes
Rick Stevens Italy Parts I and II
The Aeneid

VI. MISCELLANEOUS ADDRESSES

ACL/JNCL National Latin Exam
c/o Jane Hall, Director
P.O. Box 95
Mt. Vernon, VA 22121

American Classical League and Teaching Materials Resource Center
Miami University
Oxford, HH 45056
c/o John Dutra, Director
513-529-7741
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APPENDIX

GRAPHIC ORGANIZERS

Graphic organizers are an instructional strategy which help students transfer concepts into a visual representation. They present a visual and verbal map of vocabulary and concepts and their relationships and are designed to assist the learners in comprehending selections. Examples are T-charts, webs, Venn diagrams, sequence charts, story maps or story skeletons, bar graphs, etc.

- *Students use **T charts** to record the main idea(s) and information about the main idea.*

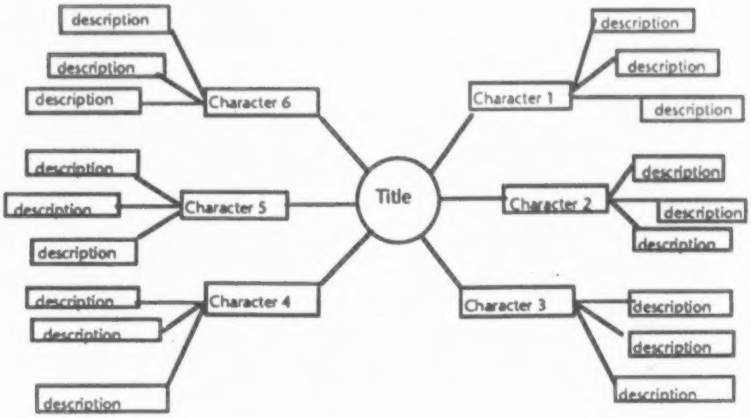
Title

Main ideas	*Details*

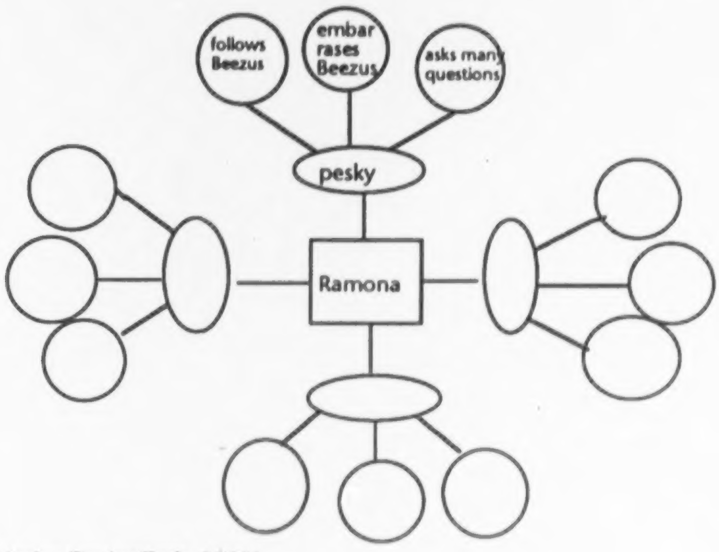
Adapted from Chamot and O'Malley (1992)

- *Students use **webbing** to record topics and to show their connections. Webbing is effective to help students see relationships between topics, to facilitate integration, and/or or to help students organize their thinking.*

Webbing

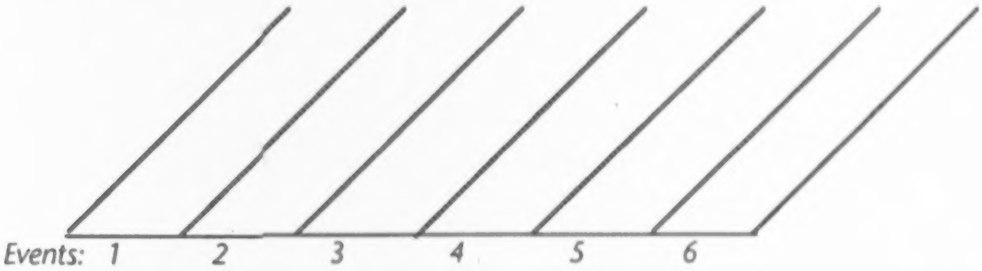


- *Students may use a "**character map** to identify the traits which are linked to action in a story... Write the names of main character in the square on the map or paste picture from a magazine that best depicts the character. In the ovals list qualities of the characters, and in the circles list actions to support those qualities" (Communication Skills Teacher Handbook, p. 82-83).*



(Marian Davies Toth, 1991)

- *Students include a **sequence pattern** (or a timeline) to help them organize the events in the order of occurrence. Events can be written out or if students are not able to write yet, they can be drawn sequentially resulting in a pictograph.*



STORY MAP

Title:

Setting:

Character 1	Character 2:
Character 3	Character 4:

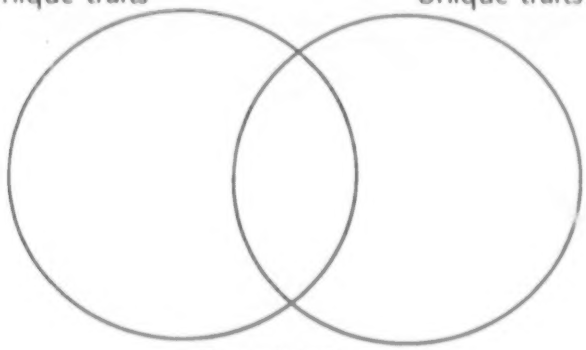
Problem:

Action 1:
Action 2:
Action 3:
Action 4:
Action 5:
Action 6:

Solution/End

- *Students use story maps or story skeleton to help them organize information from a story. The story maps can then be used as a guide as the students retell the story either orally or in writing.*

- *Students use* ***Venn diagrams*** *to analyze similarities and differences between groups. Venn diagrams consist of at least two circles which may overlap where the commonalities exist.*



BEGINNING LEVEL

GOAL 1: COMMUNICATION: UNDERSTAND WRITTEN LATIN

Standard 1.1: Students read, understand, and interpret Latin.

Beginning:

1.1.1 Read and understand words, phrases, and simple sentences in context.

1.1.2 Demonstrate reading comprehension of simple Latin passages.

1.1.3 Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to reading level.

1.1.4 Draw conclusions and make inferences from selections read.

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

Beginning

1.2.1 Recognize and reproduce the sounds of Latin.

1.2.2 Respond orally, in writing, and through demonstration to simple questions, statements, commands, or other stimuli.

1.2.3 Write simple phrases and sentences in Latin.

1.2.4 Draw conclusions and make inferences orally or in writing.

GOAL 2: CULTURE: GAIN KNOWLEDGE AND UNDERSTANDING OF GRECO-ROMAN CULTURE

Standard 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

Beginning

2.1.1 Identify major historical and political figures and forms of Roman government and comprehend their significance in Roman history.

2.1.2 Identify the basic features of Roman daily life and comprehend their significance.

2.1.3 Identify the physical and geographical features of Rome, her empire, and their role in history and culture.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

Beginning

2.2.1 Recognize major architectural features, engineering products, and art forms of the Greeks and Roman, as representations of their cultural perspectives.

2.2.2 Identify major writers and their works, as reflections of their historical settings.

2.2.3 Identify food, clothing, and artifacts to form generalizations and make inferences about daily life and customs.

2.2.4 Identify the principal Greek and/or Roman deities and mythological heroes and the stories associated with them, as reflections of Roman values.

GOAL 3: CONNECTIONS/COMPARISONS: RELATE LATIN AND THE GRECO-ROMAN WORLD BOTH TO THEIR OWN LANGUAGE(S) AND CULTURE(S) AND ALSO TO OTHER DISCIPLINES

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Beginning

3.1.1 Recognize common Latin and Greek roots and prefixes/suffixes and identify their role in the development of English vocabulary.

3.1.2 Recognize the importance of Latin and Greek in the specialized vocabulary of other disciplines.

3.1.3 Recognize and comprehend the use of explicit allusions to mythology and history in literature and other disciplines.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

Beginning

3.2.1 Recognize that specific Latin vocabulary and structures are a reflection of the uniqueness of the language.

3.2.2 Gain awareness of the ways in which the ancients thought and acted.

3.2.3 Gain awareness of the influence of Latin and Greco-Roman culture on the development of Western values.

Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

Beginning

3.3.1 Identify similarities and differences in the elements of English and Latin.

3.3.2 Identify similarities and differences in ancient and contemporary cultures.

3.3.3 Gain awareness of the historical continuity of the Latin language and ancient civilization.

GOAL 4: COMMUNITIES: PARTICIPATE IN WIDER COMMUNITIES OF LANGUAGES AND CULTURES

Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Beginning:

4.1.1 Share, exchange, and present information about own language experience to others in the school, community, and beyond.

4.1.2 Investigate the influence of Latin on various professional fields.

4.1.3 Recognize Greco-Roman influence in own or neighboring communities.

Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.

Beginning

4.2.1 Use knowledge of Latin and of ancient civilizations in leisure activities for personal enrichment.

4.2.2 Explore topics of interest related to the Greco-Roman world for personal enrichment.

INTERMEDIATE LEVEL

GOAL 1: COMMUNICATION: UNDERSTAND WRITTEN LATIN

Standard 1.1: Students read, understand, and interpret Latin.

Intermediate

1.1.5 Demonstrate reading comprehension of a variety of Latin passages.

1.1.6 Recognize typical content and stylistic features of selected genres and authors.

1.1.7 Demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to reading level.

1.1.8 Draw conclusions, make inferences, and interpret passages read.

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

Intermediate

1.2.5 Read Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection.

1.2.6 Respond orally, in writing, and through demonstration to questions, statements, commands, or other stimuli.

1.2.7 Write phrases and sentences in Latin.

1.2.8 Draw conclusions and make inferences orally or in writing.

GOAL 2: CULTURE: GAIN KNOWLEDGE AND UNDERSTANDING OF GRECO-ROMAN CULTURE

Standard 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

Intermediate

2.1.4 Expand knowledge of major historical and political figures and forms of Roman government, and relate them to their historical setting.

2.1.5 Expand knowledge of Roman daily life and its relationship to societal practices.

2.1.6 Expand knowledge of the physical and geographical features of the Roman world and their impact on Roman military and economic expansion.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

Intermediate

2.2.5 Recognize specific examples of Greek and Roman architecture and art forms, engineering and urban and camp design as representations of cultures and of historical events.

2.2.6 Form generalizations about major writers and their works, based on readings of original and/or adapted literary texts.

2.2.7 Apply knowledge of food, clothing, and artifacts to form generalizations and make inferences about daily life and customs.

2.2.8 Demonstrate a more extensive knowledge of Greco-Roman mythology and legends gained from the Latin texts, to form generalizations and make inferences about the values and attitudes of Roman cultures.

GOAL 3: CONNECTIONS/COMPARISONS: RELATE LATIN AND THE GRECO-ROMAN WORLD BOTH TO THEIR OWN LANGUAGE(S) AND CULTURE(S) AND ALSO TO OTHER DISCIPLINES

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Intermediate

3.1.4 Determine meaning of English vocabulary through analysis of its Latin and Greek parts (root, prefix, suffix) and of its historical development.

3.1.5 Apply knowledge of common Latin and Greek roots and prefixes/suffixes in specialized vocabulary of various fields.

3.1.6 Recognize and comprehend the use of explicit and implicit allusions to mythology and history in literature and other disciplines.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

Intermediate

3.2.4 Recognize the unique structures and vocabulary of the Latin language based on readings of adapted and original texts.

3.2.5 Understand the ways in which the ancients thought and acted, based on readings of adapted and original texts.

3.2.6 Expand awareness of the influence of Latin and Greco-Roman culture on the development of Western values, based on readings of adapted and original texts.

Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

Intermediate

3.3.4 Develop understanding of the similarities and differences in the elements of English and Latin.

3.3.5 Develop understanding of the similarities and differences in ancient and contemporary cultures.

3.3.6 Explore the historical continuity of the Latin language and ancient civilization.

GOAL 4: COMMUNITIES: PARTICIPATE IN WIDER COMMUNITIES OF LANGUAGES AND CULTURES

Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Intermediate:

4.1.4 Share, exchange, and present information about Latin and the Greco-Roman world to others in the school and community.

4.1.5 Interact with community members who are involved in various professional fields to understand how they have used Latin.

4.1.6 Explore own or neighboring communities for Greco-Roman influence.

Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.

Intermediate

4.2.3 Expand own knowledge of Latin and of ancient civilizations for leisure and personal enrichment.

4.2.4 Initiate research for personal enrichment on topics of interest related the Greco-Roman world.

ADVANCED LEVEL

GOAL 1: COMMUNICATION: UNDERSTAND WRITTEN LATIN

Standard 1.1: Students read, understand, and interpret Latin.

Advanced

1.1.9 Demonstrate comprehension of both adapted and original passages from selected authors in a variety of genres.

1.1.10 Recognize, interpret, and analyze the content and stylistic features of authors read.

1.1.11 Demonstrate an increasing knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors read.

1.1.12 Interpret, make inferences, and analyze passages read.

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

Advanced

1.2.9 Read Latin aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection from a variety of genres.

1.2.10 Use more complex spoken and written Latin.

1.2.11 Write passages in Latin.

1.2.12 Interpret, make inferences, and analyze passages orally and in writing.

GOAL 2: CULTURE: GAIN KNOWLEDGE AND UNDERSTANDING OF GRECO-ROMAN CULTURE

Standard 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

Advanced

2.1.7 Analyze authentic materials and original texts and determine the significance of major historical and political figures and forms of Roman government found therein.

2.1.8 Analyze the significance of the practices and perspectives of the Roman people in their daily life as reflected in authentic materials and original texts.

2.1.9 Read authentic materials and original texts and evaluate the influence of the physical and geographical features of the Roman world on military and economic expansion.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

Advanced

2.2.9 Compare, contrast, and evaluate Greek and Roman architecture and art forms, and their relationship to changes in major political, social, and religious perspectives.

2.2.10 Recognize and form generalizations about major and minor writers, their works, and their relationships to one another, based on readings of authentic materials and original texts.

2.2.11 Expand knowledge of food, clothing, and artifacts to make inferences and draw conclusions about daily life and customs and make correlations with literary texts and authentic materials.

2.2.12 Expand knowledge of Greco-Roman mythology and legends to make inferences and draw conclusions about the roles of myths in Roman culture, based on authentic materials and original texts.

GOAL 3: CONNECTIONS/COMPARISONS: RELATE LATIN AND THE GRECO-ROMAN WORLD BOTH TO THEIR OWN LANGUAGE(S) AND CULTURE(S) AND ALSO TO OTHER DISCIPLINES

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Advanced

3.1.7 Draw conclusions about the development of English vocabulary derived from Greek and Latin.

3.1.8 Determine the different technical meanings of specialized vocabulary in the context of other disciplines.

3.1.9 Analyze and evaluate the effectiveness of implicit and explicit allusions to mythology and history in literature and other disciplines.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

Advanced

3.2.7 Make inferences and draw conclusions about Latin as a unique means of communication, based on readings and analysis of original texts.

3.2.8 Make inferences and draw conclusions about the ways in which the ancients thought and acted, based on readings of original Latin texts.

3.2.9 Make inferences and draw conclusions about the influence of Latin and Greco-Roman culture on the development of Western values, based on readings of original texts.

Standard 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

Advanced

3.3.7 Draw conclusions and form inferences about how languages work.

3.3.8 Draw conclusions and form inferences about ancient and contemporary cultures.

3.3.9 Draw conclusions and make inferences about the historical continuity of the Latin language and ancient civilization.

GOAL 4: COMMUNITIES: PARTICIPATE IN WIDER COMMUNITIES OF LANGUAGES AND CULTURES

Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Advanced

4.1.7 Interact with community members to understand how they have been influenced by Latin and Roman civilization.

4.1.8 Research own and neighboring communities for Greco-Roman influences.

4.1.9 Further exploration of Greco-Roman influences throughout the global community.

Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.

Advanced

4.2.5 Expand and extend own knowledge of Latin and of ancient civilizations for leisure and personal enrichment.

4.2.6 Expand research for personal enrichment on topics of interest related the Greco-Roman world.

Standards for Classical Language Learning

A Collaborative Project of The American Classical League and The American Philological Association and Regional Classical Associations (1997)

COMMUNICATION Goal 1
Communicate in a
Classical Language

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

CULTURE Goal 2
Gain Knowledge and Understanding
of Greco-Roman Culture

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Goal 3 CONNECTIONS
Connect with Other Disciplines
and Expand Knowledge

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Goal 4 COMPARISONS
Develop Insight into Own
Language and Culture

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Goal 5 COMMUNITIES
Participate in Wider Communities
of Language and Culture

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

NOTES